Code _____
Assigned by the Michigan Department of Education

Sample Copy

CHECK ONES THAT APPLY IN EACH GROUP:
___ Middle School
___ Junior High School
_X_ High School

Previous Blue Ribbon School:
___ Yes _X_ No
If yes, year(s) _____

2003-2004 Blue Ribbon Schools Program — Certification Sheet

Name of Principal Mrs. Kathryn Simila
(Specify: Ms , Miss, Mrs , Dr., Mr ; Other) (As it should appear in the official records)

Official School Name Houghton High School
(As it should appear in the official records)

School Mailing 1603 Gundlach Road
Street/P O Box
Tel. (906) 482-0450

Address Houghton MI 49931
City State Zip Code+4 (9 digits)
Fax (906) 487-5218

Website/URL www.houghton.k12.mi.us
Email kass@houghton.k12.mi.us

County Houghton
Nearest Major Airport/City, State Houghton County Airport Hancock, MI

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Kathryn Simila
(Principal's Signature)
Date 9-25-03

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Mr. Dennis Harbour
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houghton-Portage Township Schools
Tel. (906) 482-0451

District Mailing 1603 Gundlach Road
Street/P O Box
Fax (906) 487-9764

Address Houghton MI 49931
City State Zip Code

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

Dennis Harbour
(Superintendent's Signature)
Date 9/25/03

Name of School Board President/Chairperson Mr. Nels Christopherson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate

Nels Christopherson
(School Board President's/Chairperson's Signature)
Date 9/25/03

2246

Preparation of School Self-Assessment

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, parents, and community representatives) should be involved in the preparation of the School Self-Assessment Information about its preparation is required under F3 and is used in scoring that item in conjunction with the information requested below. List the individuals involved in preparation. If necessary, add an additional page numbered "2a."

Name	Position/Title
Kathryn Simila (List Primary author/editor here)	Principal
John Christianson	Teacher
Nancy Clark	Guidance Counselor
Laurie Hazzard	Teacher
Kenneth Klein	Assistant Principal
Nancy Klingbeil	Media Resources Director
Jack Kumpula	Teacher
Linda Ligon	Teacher
Jane Liimatainen	Teacher
Jackie Manchester	Teacher
Colleen Price	Teacher
John Griebel	Teacher
Joy Naasko	Secretary

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this nomination package certify that each of the statements below concerning the school's eligibility, previous recognition in the Blue Ribbon Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the nomination package as page 3.]

1. The school is a middle school, a junior high school, or a senior high school. Or the school is K-12 and the middle, junior high, and/or high school components are applying. The entire school is applying unless the school is K-12

2. The school has been in existence for five full years

3. The school has not received recognition as a Blue Ribbon School since October 1999

4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review

5. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.

8. Once the program in fully operational, the nominated school must have a grade of either A or B under the Michigan Department of Education's Education YES Accreditation Program.

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PART II - BACKGROUND AND DEMOGRAPHIC DATA

DISTRICT (Questions 1-3 not applicable to private schools)

1. Total number of students (PreK-12)* enrolled in the district: 1,285

2. Number of schools in the district:
   - 1 Elementary schools
   - 1 Middle schools
   - Junior high schools
   - 1 High schools
   - 3 TOTAL

3. District Per Pupil Expenditure: $6,805

   Average State Per Pupil Expenditure: $7,680

SCHOOL (To be completed by all schools)

4. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban school
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

5. 5 Number of years the principal has been in her/his position at this school.

   _____If less than three years, how long was the previous principal at this school?

6. Number of students enrolled at each grade level or its equivalent in the school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	50	51	101	7	62	38	100
1	40	34	74	8	53	49	102
2	57	36	93	9	51	69	120
3	45	26	71	10	71	56	127
4	33	40	73	11	60	70	130
5	44	49	93	12	47	58	105
6	44	52	96	Other			
				TOTAL STUDENTS IN SCHOOL			1,285

* Include pre-Kindergartners only if the school and/or district operates PreK programs.

7 Racial/ethnic composition of the students in the school:

.3 % American Indian or Alaska Native
5.6 % Asian
.6 % Black or African American
.5 % Hispanic or Latino
n/a % Native Hawaiian or Other Pacific Islander
93 % White

100% Total

8. Student turnover, or mobility rate, during the past year: 2.95 %

(This rate should include the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

9. Limited English proficient students in the school: .54 %
7 Total Number

Number of languages represented: 6
Specify languages: Chinese, Arabic, Thai, Spanish, Finnish, Hindi

10. Students who qualify for free/reduced priced meals: 22.33 %
287 Total Number

If this is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

11. Students receiving special education services: 7.0 %
90 Number Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ Deaf	14 Other Health Impaired
___ Deaf-Blind	13 Seriously Emotionally Disturbed
___ Hard of Hearing	44 Specific Learning Disability
___ Mentally Retarded	___ Speech Impaired
___ Multihandicapped	___ Visually Handicapped
___ Orthopedically Impaired	

12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.

n/a

13. Indicate the full-time and part-time staff members in each of the below categories.

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	20	12
Special resource teachers/specialists	2	
Paraprofessionals	3	
Support staff	3	
Total number	30	12

14. Total number of classrooms in the school 31

15. When was the school built? 1989

Date(s) of any major renovation(s) 1996-97

If the school has been renovated, briefly describe the nature of the renovation.

In 1996-97, additions were built. These consisted of: the middle school wing, a new Science/Math wing, a new Art room and CAD lab, and increased space added to our auditorium and multi purpose room.

PART III – SUMMARY

Near the crest of the hills above Houghton, Michigan, sits Houghton High School. Houghton is a small city of about 10,000 permanent residents that also includes Michigan Technological University with an additional population of 5,000. Houghton is situated at the base of the Keweenaw Peninsula, a four-season scenic wonderland and outdoor playground abounding with mountains, inland lakes, streams and forests surrounded by "Gitchee Gumee," the Big Lake, Lake Superior. With an average annual snowfall of 180", Houghton can realistically boast that it offers some of the finest outdoor recreation opportunities in the Midwest.

At one time, Houghton was a thriving shipping port and business cultural center for the rich copper mining district. With the decline and eventual closure of the mining industry, the entire region suffered and lost half its population between 1920 and 1970. Those who stayed were undaunted, providing a solid foundation for growth with a strong work ethic, love of the area, and traditional family values.

Houghton High School moved from its old, three story brick "fortress" to its current, modern building in 1989, after which the old building was demolished. While many were saddened by the loss of their old school, many of the old traditions and values survived the move. We're still the Gremlins in orange and black, and the whole town still comes out for Friday night football games. But most of our current students and many of our younger teachers don't even remember the old building and joyfully create new traditions for themselves and future generations.

A walk through our building during the school day would tell you quite a bit about what kind of school this is. The outside is relatively unimpressive. It's a one-story sprawl of brick and concrete just like thousands of other school buildings in thousands of other communities. But come inside. The first door to your right is wide open. That's the principal's office, where you'll be warmly welcomed by secretaries, students, administrators, and anyone else who may be gathered there when you arrive. Across the hall is the library, a huge open space beautifully decorated and maintained by Mrs. Klingbeil, librarian (and mother of the one and only HHS grad to play in the NFL!) The library is a comfortable place for students to read, study, and research.

You'll notice during your walking tour that hundreds of thousands of dollars worth of brand new computer equipment is out in the open where students can easily get to it. The labs are always at capacity. Nothing is ever stolen and rarely is anything broken. The halls are lined with colorful lockers. If you didn't already know the building is 15 years old, you'd think it was brand new. No marks on the walls – no bent locker doors – no junk on the floor – and yet, 500 teenagers reside here every day!

If you visited every classroom on your tour, you would find every single one of them full of students engaged in learning; not just sitting at a desk listening to a teacher, but *doing* something. You'd see chemistry labs, cooperative learning groups, rooms full of student projects, and, for the most part, you'd see students enjoying themselves while they learn. When class is in session, the hallways are empty. All the art work you see was done by students. That includes the murals in the freshman halls, the ceramic tiles in the lunchroom, and the new murals in the gym lobby...one for each sport we offer. Much of the furniture, including the new oak bookcases in

Mrs. Simila's (principal's) office, was made by our students in the wood shop. The gym, the pool, the auditorium, and the cafeteria are all areas shared by the middle and high schools. Again, you will see very few signs of wear and tear. Our students appreciate and respect their fine facility, and it shows.

The students and faculty you may encounter during your walk-through will smile and say hello. If you hear a lot of noise coming from a classroom, it's most likely laughter. If you stay for lunch, you'll see how 500 teens are able to peacefully share a small cafeteria and commons area, where they are literally elbow-to-elbow while they eat. You'll also see how a small school solves big problems like, "What's for lunch?" The standard hot lunch program is enhanced with a daily salad bar, Domino's Pizza, Subway sandwiches, and a separate "ala carte" snack bar stocked with students' favorite fruits, chips, cookies, and other treats. As you read through the information in this document, you will begin to understand why our teachers love to work here, and our students are proud to be Gremlins.

PART IV – VISION/MISSION STATEMENT

Houghton High School's mission is to focus on high academic standards as we teach, support, and develop all students to their full potential.

We believe in **EXCELLENCE** in as many areas of life as it can be attained. We are committed to achieving excellence in mind, body, and spirit.

We value **INTEGRITY**. We promote strict personal honesty and independence. We are devoted to completeness and unity.

We strive for **SERENITY**. We are dedicated to the pursuit of tranquility, dignity, and peace among our members.

If it's good for kids, we will consider it. We see a school where the use of technology is maximized to its fullest extent, academic challenges are the norm, students enjoy high morale, the community is involved, and we're all safe and sound.

PART V – LEARNING-CENTERED SCHOOLS CRITERIA

A. Student Focus and Support

A1. How is the school's population best described? What are the students' needs? How does the school assure that the needs of all students are met? Twenty-two percent of Houghton High School's students are from low-income families. Our community's median household income of $22,577 is exceptionally below the state average of $45,839. On the other hand, the percentage of adults with at least a bachelor's degree is 44.5, well above the state average. Single parent households make up only about 7% of all homes in the area, which is well below the state average. These statistics show that our students come from families who are not wealthy, but who definitely value education. Our average daily attendance rate is 97% (F2, F5, H7). Our students are high achievers, with 75-80% of each graduating class going to college. Seventy-seven percent of our students took the ACT last year, and our mean score was 24.5, exceptionally above the state average. AP test participation rate of 31.6% is clearly above the state average of 9.4%, and the percentage of AP exams receiving scores of 3 or higher is about 81%, also above the state average (B1, C2, C3, C5). Graduation rate is and always has been right around 99.1%. Seventy-six percent of the graduating class of 2002 earned the Michigan MEAP Merit Scholarship, resulting in receiving the Governor's Cup for the most Merit Scholarships of all Class C schools in the state (E4, H2, H5). The graduating class of 2003 included one National Merit Scholarship recipient, one National Merit Semi-finalist, two National Merit Commended students, 15 U.S. Department of Education Presidential Excellence Award recipients, and 68 Merit Award Scholarship recipients. In the past five years, we have had from one to six National Merit Scholars in each graduating class. Michigan Technological University brings people from all over the world to our community, and many of them have children in our school. We have a small population of international students (25 non-Caucasian students in 2002-03). Many nationalities are represented. While nearly all are bilingual, a part-time ESL teacher teaches English to two Korean students (C3). Cultural differences provide the opportunity to educate students from various ethnic perspectives. Countries outside the U.S. represented this year are Greece, Saudi Arabia, Brazil, Korea, Germany, China, Nigeria, Finland, India, Poland, Russia, Belarus, Turkey, Thailand, and Taiwan. Most of these students are first generation Americans, with parents attending or teaching at MTU. Currently, 61 students who live in neighboring districts attend HHS by choice (F5, F7, H3). Most of them choose Houghton for the strong academic programs, competent faculty (100% "highly qualified" by NCLB standards and 11 of 35 holding Masters Degrees or higher) (B3), and an environment of controlled discipline (B4, F5). Through our Comprehensive Assessment Program, student needs, strengths, and deficiencies are identified (A2). In addition to a complete menu of standardized tests (H4), students' needs are determined by surveys, writing samples, classroom assessments, staffings (meetings attended by a student and his teachers, parents, and, depending on the student's needs, the guidance counselor, principal, assistant principal, or school social worker) (A3, C3, G2), and academic competitions (H1, H2). Assessments are aligned with the Michigan Curriculum Frameworks and Benchmarks to ensure that all important skills and abilities are being tested (C4, H1). Services for special needs students include two Resource Rooms staffed by two full-time special education teachers and two full-time teacher aides who are certified teachers. Special Education students are integrated into the general curriculum and spend up to three hours a day in the resource room (C3, D1). At-risk students are often identified in middle school and receive Title I services through the 8th grade. When they enter high school, their skills are assessed and adjustments are made in their curriculums as needed (B1, B3, C3, C5). Students reading below grade level enter the Project RESCUE Program (A2, C1, E4, F7). Students who struggle with math are placed in the Building Basic Math Skills Program in addition to their regular math class. The Building Basic English Skills Program is available to students with low language arts skills (A2, B1, B3). Other services provided for special needs students are twice-weekly visits by a school social worker, weekly counseling sessions with a substance abuse counselor, extensive testing done by a school psychologist, weekly visits by a SODA Specialist (Status Offender Diversion Alternatives), and easy access to a speech pathologist, audiologist, physical therapist, occupational therapist, vocational evaluator, consultant for the emotionally impaired, registered nurse,

and assistive technology consultant (A2). Full-time personal aides are assigned to students with high needs, such as a student with autism. Aides have been employed to do sign language for a deaf student, to help a schizophrenic student function in the school environment, to control a student with oppositional defiant disorder, and to take care of the personal physical needs of paraplegic students. Tutors are available to all students. A full-time tutor is assigned to any student who requests extra help and students referred by teachers and/or parents. National Honor Society students give up their study hall time to tutor in their personal areas of specialty. There are generally two or three NHS members available each class period for tutoring. MTU education students are assigned to our building for tutoring. A typical schedule for a college tutor would be one or two hours a day, three days a week, for a semester. In the last five years, more than 100 MTU student tutors worked with our students (A2, B2, C3, G1). Students are encouraged to use school facilities before and after school. Examples are the library, computer labs, weight room, and gym. The library is open every Wednesday evening from 5:30 to 8:30 (B2, D3, G3). A Distance Learning Lab (C2, E3, F5) accommodates students who otherwise would not be able to take a particular course, such as Finnish, and a Writing Lab is available for students who need to access a computer (C5). Gifted and Talented students are encouraged to take advantage of the close proximity of Michigan Technological University and Finlandia University through dual enrollment (B1, C2, C3, C7, G1). Students often accelerate their high school curriculum in the pursuit of early graduation (B1, C2, C7, H1). The entire selection of AP courses is available to our students. Four of them are taught in our building and the rest are available through Michigan Virtual High School (C2, C5, D4, F5, F7). Students are encouraged to participate in Quiz Bowl and the FIRST Robotics team for high-level academic challenges. The Quiz Bowl team has placed first in regional competition for the past five years. In 1997, they were state champions and placed 21st in the nationals. Instructional practices are based on research findings, structured to accommodate multiple intelligences, and aligned with the Michigan Frameworks. North Central Goal Areas are Research & Inquiry, Reading, Personal Fitness, and Global Awareness (B1, E4, F4). Teachers run student-centered classrooms, employing cooperative learning, hands-on activities, and interdisciplinary projects (C5, D1, D2, G4, H6). We have a traditional, seven-period (53 minutes each) school day. All students take a minimum of six classes. Most students have one study hall. Teachers teach five periods a day, with no more than three preparations, and they have two prep periods, unless they choose to teach a sixth class or take a study hall (B3, E1, E2). Houghton High School is on the cutting edge of technology (C1, C4, C6, D4, E1, E3, F5, F6, F7). Every classroom has a desktop computer with Internet access, a printer, a TV, an overhead projector and screen, and a telephone. Every teacher and administrator has a laptop. VCRs and computer projection equipment are available from the Media Center. Students learn PowerPoint in the 6th grade and use it with ease for class presentations and school assemblies. Channel One News, a nationally syndicated program designed for teenagers, is broadcast daily. Our Distance Learning Lab provides interactive TV for a network of nine Copper Country schools. Digital cameras are available for students and teachers to check out. The Yearbook staff has its own digital camera and does the yearbook work on computer. Two computer labs have 30 stations each for computer technology classes, and a third 30-computer lab is used by teachers who sign up in advance to take their classes in for activities like *"Minds on Physics"* (C5) and the *"Stock Market Game."* This lab is also used by students needing help with writing assignments. The CAD lab houses 20 computers for students taking computer programming and two levels of Computer Aided Design. The math department uses Geometer Sketchpad and Graphing Calculators. Students in physical education classes use electronic heart monitors for aerobic workouts. We use a student management system called *WINSchool* (E3, F5, F6). Administrators carry cell phones, walkie-talkies, and palm pilots so they are never more than a "beep" away from each other and necessary information. The palms contain the entire student database. Class schedules and parent contact information are always instantly available.

A2. What nonacademic services and programs are available to support students, and how do they relate to the student needs and school goals identified? All freshmen participate in "Seminar" (A3). The guidance counselor facilitates weekly lessons incorporated into the English curriculum that address personal/social development issues, such as understanding and respecting others, the difference between

high school and middle school, how to work in groups, how to listen and develop good communication skills, making decisions, setting goals and taking action. The Institute, an educational outreach division of Copper Country Mental Health, provides information and assistance for these lessons. Students serve as representatives on The Institute's Youth Advisory Council. The Western Upper Peninsula Health Department offers one-on-one substance abuse counseling (B4). They also make group and classroom presentations and conduct hearing and vision screening for all students. As part of the Comprehensive Guidance Program, the counselor meets with all students regularly to assist with their career, academic and personal/social development. She works closely with faculty and parents, to guide each student through an Educational Development Plan (EDP) (B1, B3). Classroom presentations by the counselor provide updated information and direction. All students explore career possibilities with Career Cruising and the Michigan Occupational Interest Survey (MOIS) in addition to ACT, PLAN, PSAT/NMSQT, and the ASVAB. EDP's include students' career interests, abilities, level of postsecondary education needed and high school courses to prepare them for their career path. EDP's are reviewed and updated throughout high school. The counselor is available to students, faculty, parents and staff for personal conferences, college prep and career guidance. Representatives from colleges, universities, career/technical schools and the military visit the school to meet with students regarding their post-secondary plans (G1). In September all juniors and seniors attend a Career/Technical College Fair, where over 45 colleges, technical schools and the military are present. A national program, "Making It Count," sends presenters to speak to juniors and seniors about their college search and making college count. E-mail addresses for all faculty and staff are given to parents and students (B2, C3, F5, F6, G2). Teachers provide a class syllabus and post lessons plans on a web-based program called School Planner (F6, G2). Faculty and parents make referrals throughout the school year. Every five weeks teachers report their students' academic progress (A3, C3, H3). Progress reports are reviewed and recommendations and referrals for academic assistance are made. Depending on the student's needs, tutoring is available (A1, B2, C3, G1), extended time for testing and other reasonable accommodations are made, assessment for possible learning disabilities, adjustments in course scheduling, and conferences with parents, the student and teachers are provided (C3). The school social worker facilitates weekly life/social skills support groups for special needs students. A speech and language therapist comes every week. The Critical Response Team, made up of the superintendent, principal, counselor and teacher volunteers, initiates a plan to meet the students' needs in times of tragic situations such as the death of a student or staff member. Teachers, staff, and parents – not only for academic difficulties but also for personal issues – refer students to the high school counselor. The counselor meets with students experiencing personal conflicts and concerns to try to resolve the problem. Referrals are made to professional agencies for issues that require professional help outside the counselor's expertise. Even Start is a program offered through the Baraga-Houghton-Keweenaw (BHK) Child Development Center for pregnant teens. In cooperation with the high school, Even Start works with the student during and after her pregnancy to keep her in school and working toward graduation. Day care for the baby is provided by BHK and parenting classes are offered through Even Start, for which we grant credit.

A3. How does the school determine and address the developmental needs of students as they move from grade to grade? All incoming freshmen are given the STAR Reading Assessment (C4, E4, H2, H3). Students requiring a more comprehensive evaluation are given the Woodcock Reading Mastery Tests (E4, H1) and recommendations are made for students reading below grade level, such as enrollment in Building Basic English Skills or ESL tutoring (A1, C3). Math teachers evaluate students' math abilities and make recommendations for math placements. Students needing additional support are enrolled in Building Basic Math Skills (A1, B3, C1, E4, F7). In early March we begin the scheduling process. Scheduling of 10th through 12th graders takes two weeks. Beginning with the following year's seniors, the principal and counselor visit individual classrooms for an hour each, helping students select their classes for the next year. After all their questions are answered, students put their prospective schedules on paper, and get them approved. They are encouraged to take them home for parental scrutiny before submitting them to the office when they are satisfied with the schedule they have worked out for themselves. All

schedules are inspected by the counselor one more time to make sure students have signed up for the correct courses, and then small groups are taken into one of the labs to enter their schedules on the computer (B1, F6). Scheduling incoming freshmen is more complex. In April, an evening Freshman Orientation is held for 8th graders and their parents, which is attended by 95% of the families. The principal makes a presentation about curriculum and services. The assistant principal explains the Code of Conduct and our clubs, sports, and activities, and a representative from each department is available for the breakout sessions, one of which is designed for parents who have not previously had a child attend our high school. The evening culminates in each new freshman submitting a course schedule on paper. During the first few days of school in the fall, we begin the Freshman Transition program. There are six presentations given to small groups of freshmen by the principal, counselor, and assistant principal on everything from attendance to National Honor Society. Our counselor runs Freshman Seminar classes (A2) on issues such as study skills, conflict resolution, and drug and alcohol awareness. One of the huge benefits from various integration programs for freshmen is a well-disciplined student body. The first person they meet in the high school is the principal. The second is the assistant principal. By the time they work through orientation, transition, and seminar, they are sufficiently prepared to carry on our tradition of respectful behavior. We determine the needs of individual students as they move from grade to grade through both formal and informal mentoring programs. The Teachers as Advisors program assigns every incoming 9th grader a teacher advisor available to that student throughout his or her high school career (B2, E3, F4). The advisor helps the student select classes, assimilate into the high school environment, and plan for the future. Informally, faculty and staff are exceptional in their willingness and ability to establish rapport with students. 500 students is an ideal number for a high school, in that it allows us to get to know the students well (B2). The counselor and principal keep a close eye on students' academic progress by examining report cards and progress reports (A2, C3, H3). When a student falls behind, a Staffing Team is convened to brainstorm and problem-solve (A1, C3, G2). Necessary referrals are made, such as for Special Education (B1, C3, D1) testing, accommodations are put into place, curriculum is adjusted, and whatever it takes for the student to succeed is done. Student Council runs a New Student program which begins with a New Student Breakfast during the first week of school and assigns a "buddy" to each new student and transfer student to make sure he or she assimilates into the Houghton High School culture as seamlessly as possible. School secretaries are a key factor in helping a new student fit in. They give a tour of the building, show the student where his locker is and how to open it, explain how lunch works, introduce them to the principal and assistant principal, and contact the parents. When students transfer out, the principal contacts the new school to help with course selection and credit transfer. As a Career Pathways school (C2), information is available to students as they move from high school to college or career. Career Pathways organizes learning to help students make meaningful connections to broad areas of career opportunities. The areas are Arts & Communication; Business, Management, Marketing and Technology; Engineering/Manufacturing and Industrial Technology; Health Sciences; Human Services; and Natural Resources and Agriscience. All sophomores take the Michigan Occupational Information System (MOIS). The counselor runs small group sessions for juniors and seniors at various times throughout the school year on topics such as career planning, college applications, financial aid, and scholarship opportunities, to help them understand and prepare for life after high school. The Senior Year Committee (F4) meets several times a year to assess services to seniors and plan new and improved services that will help them transition easily into their next step and also to make the most of their last months in high school. The committee is currently investigating service learning opportunities in the area. Special Education students are transitioned from grade to grade through the IEP process.

A4. What co-curricular activities are available for students and how do those activities extend the academic curriculum? See Appendix on page 40. 86% of the student body is involved in one or more co-curricular activities. Participation is encouraged by coaches and advisers, who hold organizational meetings before their seasons begin to promote their sport or club. The Student Council does a great job promoting school events and keeping the student body informed about activities. Students at HHS have a

huge voice in determining co-curriculars. If they want something not currently offered, they just need to secure a sponsor. An example of this is the debate team, which was brought about by a few motivated students who found a teacher willing to take on the responsibility of sponsoring them. Currently the club is intra-squad, but the hope is to mobilize other schools in the area to expand the competition. School plays are selected jointly by the director and students. There would never be a case of a student not being able to participate because of lack of funds. Even when kids can't afford Prom, parent booster groups donate money to make sure everyone gets to attend.

A5. How does the school address the accessibility of its facilities to students and others with disabilities? Houghton High School has made every effort to meet the requirements of and be in compliance with the Americans With Disabilities Act (See Appendix). Students with disabilities have access to all needed facilities in the building as it is barrier-free allowing them to participate in all programs, classes, non-academic and community activities, and learning technology. This allows all students an equal opportunity to interact both socially and academically, meeting their full potential.

B. School Organization and Culture

B1. How does the culture of the school support the learning of all its members and foster a caring community? We foster a caring community by advocating and modeling a set of core values essential in a democratic and civil society. As a teaching community, we take the moral high ground and are not shy about teaching virtues such as honesty, dependability, trust, responsibility, and respect. Students must be prepared to assume the obligations of citizenship when they leave here, and learning how to be responsible members of the school community is a good start. The Student Handbook includes the Student Code of Conduct and the Athletic Code. National Honor Society members swear to uphold their oath, and if it is broken, a faculty advisory committee meets with the student to discuss the violation and offer a chance to change that behavior before being removed from NHS. Teachers give students printed classroom rules, which parents sign, that include the penalties for cheating, which could result in failure for the marking period or the semester (C1). Teachers teach key values within the context of the curriculum. We feel it is important to send strong moral messages in the way we do business on a day-to-day basis. In the expectations we have for student athletes, honor students, teachers, and even in the way hallways are monitored, students consistently witness positive models of good character. Teachers and the assistant principal, who is also the football coach, are a visible presence in the hallways before and after school and between classes. From the beginning of a student's high school experience, we keep them focused on academic success. Through the Middle School Advisory Program, EDP's are begun and a high school plan begins to take shape in the 8th grade (A2, B3). Students and parents plan their freshman schedule together, and students schedule their own classes on the computer (A3, F6). Eighth graders who successfully complete the Gifted & Talented English class go directly to sophomore English in the 9th grade. The test-out process allows students to accelerate their program (A1, C2, C7, H1). We teach Advanced Placement classes in English, biology, and chemistry. AP courses in all subject areas are offered online (A1, C2, C3, C5). Some students graduate in less than four years, and others take advantage of dual enrollment (A1, C2, C3, C7, G1). English classes teach research skills and processes. All special education students are mainstreamed (A3, C3, D1). Two rooms are designated for ancillary services for physically handicapped students. Hearing impaired students have an aide who signs for them; they also use the FM Auditory System, which provides a transmitter and receiver between teacher and student to enhance learning (A5). General education teachers of special education students have copies of their IEP's and adjust instruction accordingly. Students whose graduation is at risk attend regular classes and receive support in math and English through tutoring (A1, B3, C3, C5). A full-time at risk tutor accommodates at least 20 students each week. Goals in the last NCA cycle were expanded technology, writing across the curriculum (C4, E2, E4, H2), improved reading for information, and increased student responsibility (resulting in a new student handbook and improved discipline) (B4). Two students serve on the North Central steering committee. We began a new five-year school improvement cycle last year and invited two 8th graders to join the committee so they will be with us the entire five years. The committee

also includes a school board member and a parent. The School Board involves teachers, administrators, and parents in Strategic Planning meetings. Many community events take place in the building, such as educational speakers, parenting classes, and adult athletic programs. The community collaborates with us by providing on-the-job training including working at the police station, the Michigan Tech Credit Union, First National Bank, UP Engineering, and Finnish Mutual Insurance Company. Students have also worked in food preparation and Human Resources at Michigan Tech (C2, G1).

B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does the school promote a healthy peer climate among the students? Students have many opportunities to interact with their teachers in and outside of the classroom. A science teacher is a talented musician who teaches guitar lessons after school, making them available to students free of charge. He generally has three or four students each year. A social studies teacher directs our school plays. He is constantly on the lookout for students who might be having trouble fitting in so that he can get them involved in drama. At least 50 students participate in school plays each year. Our "shop" teacher is like the Pied Piper of Houghton when it comes to boys who would rather build a house than figure out a math problem on paper. It is a daily occurrence to see flocks of boys in the shop during their study hall time. Our Assistant Principal is an expert at putting idle hands to work. He daily supervises 10 to 12 students in the weight room, helping them to stay in shape and out of trouble. The office door is never closed. Students are encouraged to see Mrs. Simila (principal) or Mr. Klein (assistant principal) with any concern, or to just stop in and say hi. We have a very caring staff as well. One will often see secretaries and "lunch ladies" encouraging and admonishing students: finding older clothing for them before they go to building trades class or reminding them, "If you can't soar with the eagles in the morning, don't hoot with the owls at night." Respectful students may get some of Mrs. Plowe's homemade jerky. We often put students to work in the school to keep them involved and engaged. Students serve as tutors whenever practicable (A1, A2). About 85 students who signed up for study hall devote their time as teacher aides, library aides (D3), or office aides. Throughout the school year, 50% of our 495 students are involved in a club of some kind that has a teacher sponsor, 30% participate in athletics in the fall, 36% participate in winter sports, and 24% participate in spring sports (see appendix). It is important for high school students to learn to respect adults and each other, and to be kind and respectful of the younger kids. A good example of how we teach this is a project in the Anatomy & Physiology class. Student groups are assigned a body system as a topic to present and teach to the third graders. Some groups use games such as "Pin the bones on the skeleton" and "Wheel of Organs" that the youngsters can play to learn about some aspect of the body, while others do short presentations with simple models and diagrams. The younger children get a chance to interact with and learn from the older students, and the older students learn about the body systems and about interacting with younger children. Teachers are outside their classroom door at the beginning of each day, making themselves accessible to students before and after school and during lunch. During faculty meetings, we identify students we feel are spending too much time alone so a teacher can initiate dialogue. With the teacher/advisor program, every student is paired with an adult – someone to connect with to serve as an advocate for that student (A3, E3, F4). Students have access to each teacher's e-mail address and voicemail number. This provides the students 24-hour access to the staff (A2, C3, F5, F6, G2). The district website that announces past, present and upcoming activities (A1, D4, F6). We want our students to feel empowered. When Mrs. Simila became principal, students felt four minutes between classes was not enough time. The Student Council presented a proposal to the principal, who reviewed and approved it. Students now have five minutes between classes. Students also initiated changes, which resulted in summer extension classes, opportunities to make up tardies, and extended library hours every Wednesday (A1, D3, G3).

B3. How are teachers hired in the school? How are teacher assignments made? When a vacancy exists, it is posted internally, at various universities, and in several publications. We don't "recruit" because we have a reputation for being the best place to teach in our area. Teachers in neighboring schools look for an opportunity to come to Houghton High School. We have a seven period day, and our

teachers teach five out of seven, leaving them with two periods a day for planning and preparation (A1, E1, E2). Because hiring is done during the summer, it isn't practical to require prospective teachers to demonstrate their abilities with an actual class. Instead, they are asked to submit portfolios. Interviews and technology tests are conducted and references checked by the principal. When the field of candidates is narrowed to two or three, department chairs conduct further interviews. The principal confers with the superintendent and recommends candidates to the board. Our hiring philosophy is to get the most talented person for the job. That means someone with a major in the subject area to be taught, a thorough understanding of Michigan's curriculum and pedagogy, a love of teenagers, and a commitment to living in the Copper Country. The Upper Peninsula of Michigan, and in particular the Copper Country, is a unique culture. It is important that teachers relate well with our student population. New teachers must also believe in our mission to focus on high academic standards and not, for example, be looking for a teaching job as an avenue to a coaching job We have three HHS alumni on our faculty and two on the secretarial staff. Two teachers did their student teaching here. 100% of our teachers are "highly qualified" by NCLB standards. Eleven of 35 teachers hold Master's Degrees or higher. Two special education teacher aides are certified teachers. Teacher assignments are made by the principal and based on teacher expertise and student needs. Our teachers do not teach outside their areas of certification. All students have an EDP (A2, B1). This tells us what classes they need, and we can plan accordingly. For example, we noticed that we would need a Business Management course for this year's seniors, and we were able to assign it to one of our Business Education teachers. Individual teachers often approach the principal about classes they would like to offer for particular groups of students. A science teacher has a group interested in engineering as a career, and he is designing a one-semester course in pre-engineering for those students. We try to place the neediest students with the most experienced teachers. For example, our Building Basic Math Skills is taught by the chair of the Math Department, a 30+ year veteran. Students in the Building Basic English Skills class benefit from the expertise of a teacher who has been teaching the at-risk population for ten years (A1, A2, B1, B3, C3, C5).

B4. What is the school's plan for school safety, discipline, and drug prevention? What is the record for the past five years? During the past five years, we have seen a decline in the number of student infractions reported to the office (See the appendix for statistics). Houghton's foundation for a positive, safe, respectful school environment is a zero tolerance policy. Discipline is fair, firm and consistent. All students are treated with respect and held accountable for their behavior. On the first day of school, all students receive a Student Handbook (B1). Details of expected behavior, school rules, regulations and consequences are in the handbook. The assistant principal meets with freshmen in small groups to explain behavior expectations, rules, and consequences. 25 faculty members are trained in Crisis Prevention Intervention techniques, which are practical, proven methods for defusing a potentially disruptive situation. Experienced, educated faculty and staff provide support by being a constant presence in the halls between class periods. Our faculty handles 99% of minor classroom behavior problems. On the first day of school, all teachers explain their classroom rules and expectations. In addition to a copy being posted in the classroom and in the principal's office, students have their parents read, sign and return a copy to the teacher. Humor is often used to prevent conflicts. For example, many of our teachers have unique hall passes. The art teacher uses a giant paintbrush; there is also a bicycle wheel, model airplane, magic wand and stuffed frog, to mention a few. Students are required to have a hall pass with them if they leave the classroom. These unique hall passes make it easy to determine that the student has the teacher's permission to be out of class. If a conflict does occur, it is solved peacefully through mediation with the assistant principal (F1, F5). In the event of a critical situation, the Critical Response Team is convened (A2). Phones in every classroom keep faculty connected to important resources. An evacuation plan includes busing students to the Student Development Complex on the campus of Michigan Tech. HHS was designed with safety in mind. It is a one-story building with emergency egress windows in every room. Fire drills are conducted ten times each year. The Western U.P. Health Department plays an active role in our drug prevention program (A2). They provide classroom and group presentations and one-on-one substance abuse counseling to students. Houghton follows the Michigan Comprehensive Health

Model. All students take a one semester Health and Fitness class and study the effects of drugs and substance abuse (C6). SADD (C1, D2) organizes substance abuse awareness activities such as the Alcohol Free Weekend, Red Ribbon Week, Grim Reaper Day, holiday pledges to not drink and drive, and Trash Drunk Driving. Parents organize an Alcohol Free Graduation Party annually.

C. Challenging Standards and Curriculum

C1. How does the curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work and higher education? What relative emphasis does the school place on these goals in the curriculum? *Basic Skills:* Through Project RESCUE, we test incoming 9th graders to assess their basic reading skills before they are placed in high school classes. Students reading below grade level are placed in an English class with a teacher-pupil ratio of one to no more than 15. Their curriculum is intensely focused on bringing those students up to age-appropriate reading through strategies such as structured linguistics and Think-Alouds. After the 9th grade year, if they still need support, they get it through Building Basic English Skills, which is an English "study hall" providing one-on-one tutoring and taken in conjunction with their remaining English classes. The teacher stays in daily contact with each student's other teachers, so she will know what assignments they are working on and with what, specifically, students need help. Similarly, students who need extra support in math may take advantage of Building Basic Math Skills in conjunction with their math class. Accelerated Math is an individualized, computerized program students use to help them through the math curriculum. Students get half credit for the "Basic" classes. Project RESCUE was designed to address the increasing numbers of students who come to high school unprepared for high school level study. We see it as a safety net to keep students from "falling through the cracks" (A1, A2, B3, E4, F7).

Learning in the Academic Disciplines: Houghton is a university town with university expectations. Michigan Tech is a rigorous school, and we make sure that our students who wish to attend Tech will be successful in doing so. One way we do this is by limiting class sizes to a maximum of 25. Another way is by providing every student with a challenging curriculum in the core areas, aligned with the Michigan Standards & Benchmarks. There is no "track" for low ability students; they are given equal opportunity with extra support to succeed. We use University of Chicago Math, which offers real-world connections for the concepts learned. For example, a Geometry lesson on regular polygons and rotations has students working out a schedule for a round-robin volleyball tournament. Our English/Language Arts curriculum is literature based. Students read from the canon of classic literature throughout high school. They study great books by American authors such as Kate Chopin, William Faulkner, and John Steinbeck; British authors such as William Shakespeare, Jane Austen, and Aldous Huxley; international authors such as Albert Camus, Anton Chekhov, and Margaret Atwood. Social Studies includes a heavy emphasis on history, with courses in U.S., Early U.S., Medieval, and Russian History. One of our social studies teachers has a Masters Degree in Political Science and teaches a Political Science course. Students write questions for the debates that take place in our auditorium during election years between Republican and Democratic state congressional and senatorial candidates. Our close relationship with MTU allows our science teachers to access the latest in scientific research, which translates to increased learning opportunities for our students. For example, our Biology students spend a day on MTU's marine research vessel (the *Agassiz*). A PONAR sediment dredge is used to collect samples of the invertebrate organisms that inhabit the bottom sediments of Lake Superior, the world's largest freshwater lake. Students process the samples and learn about the diversity of aquatic life and the role these organisms have as indicators of ecological health. Students also use oxygen and temperature data to better understand the significance of thermal stratification.

Character Development and Ethical Judgment: A School Improvement goal area team developed a Code of Conduct that has helped students accept responsibility for their behavior and make wise decisions. SADD (Students Against Destructive Decisions) conducts awareness activities throughout the year (B4, D2). For example, they posted startling facts and statistics about drunk driving on each student's locker. Reading them all on a walk through the building was overwhelming. They are effective in educating our

student body about life's decisions. Assemblies allow students to hear speakers who inspire and motivate. Last year we had a female Gold-medal Olympic athlete, and this year we heard from a young man who graduated from HHS and is a paraplegic, due to a bad choice he made while in high school.
Preparation for Life in a Complex and Diverse Society: We are in a unique position for an Upper Peninsula school in that we always have students from around the globe, due to the international influence of Michigan Technological University. The interaction among students prepares them to deal with cultural diversity, such as religious and political differences. Our curriculum includes Global Society, a course in which students discuss world issues, such as poverty and Iraqi Freedom, and events that affect people, societies, places, and cultures. Our Ecology Club promotes awareness of the environmental consequences of major world processes and events. Many of our students belong to the Interact Club, which is a branch of the Rotary Club. They have monthly meetings to exchange ideas, share customs, and learn about the cultures represented in Houghton. They also participate in the annual Parade of Nations, a community event in which local residents, MTU students, and HHS students dress in their native costumes and parade through the streets dancing to their ethnic music. We often have visitors and speakers from foreign countries who share their customs and language with students. Recently, our librarian teamed up with Houghton's public library to bring a group of Russian librarians to town for an exchange of ideas. Four Russian school librarians, none of whom spoke English, spent a morning in our school with one of our substitute teachers (also Russian) who served as translator.
Appreciation for democratic values: One of the School Improvement goal areas is Global Awareness and Civic-Mindedness. We strive for all students to be able to explain the meaning and origin of the ideas expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States. It is a positive thing that today's young Americans take their freedom for granted. However, students must be able to articulate the ideas set forth in the Declaration of Independence and the Constitution in order to maintain their quality of life in the future. Teachers use our MEAP data to make curriculum decisions in all areas of the social studies curriculum.
Participation in the Practices of Democracy and Community Service: All students are required to complete a community service project in order to graduate. Students have done everything from mowing lawns to building a skate park to fulfill this requirement. We also have a 34 member National Honor Society chapter that is continuously involved in community service work. They have some projects, such as a Christmas toy drive and two blood drives, which are annual events. Our 50 member Key Club services the community as well. For example, they do spring yard clean-ups for senior citizens.
Development of Interpersonal, Technological, and Other Skills Valued in the Workplace: Interpersonal skills are developed in nearly all of our classes through required presentations, cooperative learning, group discussions and debates, and active listening. We are committed to ensuring that all students graduate with the latest technological skills available. Our curriculum offers a wide range of courses that teach technology skills, including Computer Technology (required of all students), Advanced Computer Technology, Computer Graphic Design, Video Production, CAD, Computer Programming, and Network Systems Administration (A1, C4, C6, D4, E1, E3, F5, F6, F7).

C2. How is the school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum? We are a Career Pathways School (A3). In addition to required classes for graduation, electives are grouped with the appropriate career pathway and academic level. With their EDP and curriculum guide, students choose classes that will prepare them for their career of interest. Course selection is done individually. Graduation requirements are reviewed with each student, and elective courses are selected based on academic ability and career interests. With over 170 electives offered at HHS or through MVHS and our Distance Learning Lab, opportunities are provided for all academic levels. For advanced students we offer Advanced Placement (AP) classes and dual enrollment at Michigan Technological University, Finlandia University and Gogebic Community College (A1, B1, C3, C7, G1). Students are also advanced based on their ability. Over 50% of our incoming freshmen class is accelerated in math to start their freshman year at the geometry level, and 25% start English at the sophomore level. On average, 30% move into advanced classes. All students have the opportunity to test

out of a class and advance to the next sequence level (A1, B1, C7, H1). Students gain knowledge and experience about careers through Career Technical Education classes that include Health Careers, Nurse Aide, Computer Networking, Early Childhood Education, Auto Technology I & II, and Building Construction. On-the-Job and Co-Operative placement give, students hands-on work experience with community businesses (B1, G1).

C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) have the opportunity to learn challenging content and achieve at high levels? Our special education teachers are fully endorsed to work with students with learning disabilities, emotional impairments, or cognitive impairments. With support from ISD ancillary staff, they also work with students who have hearing impairments, ADD/ADHD, physical impairments, and traumatic brain injury. We mainstream 100% of our special education students. They are with special education teachers in the core areas (Language Arts, Math, and limited areas of Social Studies) that directly relate to each student's identified disability. Students are supported 100% in all other academic classes through an Independent Study Skills class (ISS). ISS uses tutoring and one-on-one instruction supplied by teachers, paraprofessionals, qualified parent volunteers, peer tutors, and education students from MTU. Over 100 MTU students have successfully tutored in the last five years (A1, A2, B2, G1). Special and General Education teachers collaborate using staffings (A1, A3, G2), and written progress reports and e-mails sent to teachers and parents (A2, A3, H3). This information is used in the resource room to help students succeed in the general curriculum (A1, D1). Materials used to instruct students with disabilities are carefully selected with the IEP in mind to strengthen areas of weakness and meet the Michigan Benchmarks. General Education teachers willingly make reasonable accommodations based on information received from the IEP and consultations with Special Education staff. Since many of our students learn best through a hands-on approach, basic math skills are often taught and reinforced through a Building Construction Math course. This class allows the students to apply the direct results of their learning and to research building costs while building scale model houses and garages (C5). Special Education students are exposed to classical novels, such as works by Shakespeare and Newberry Award Novels, through use of unabridged tapes narrated by expressive readers, often actors. One of these reading experiences leads to the construction of a timeline project depicting the Civil War based on parallel information of family life and war/battle experiences. Gifted and talented students may develop their talents through AP classes and dual enrollment (A1, B1, C2, C7, G1). Three levels of art classes are offered and student work is permanently displayed throughout the building in wall murals and ceramics. Band and choir performances, including solo and ensemble experiences and community performances, allow for a variety of student experiences. (C5) Two levels of computer programming classes are offered in our building and a computer-networking course is offered through our Career Technical Education program. Industrial arts classes offer a variety of experiences which lead to completed projects such as masonry work in building baseball dugouts, the construction of garages, and the remodeling of houses. A two-year auto mechanics course is in high demand by our students as it leads to progressive certification in areas such as brakes and electrical systems or computer diagnostics. Students leave this course with valuable employability skills. The Drama Club provides students with the opportunity to participate in two annual productions. This experience allows students to express their talents on the stage and behind the scenes (C5). Each spring, the public enjoys an Art Fair that exhibits and demonstrates the talents of our fine and practical art students. Students with limited English proficiency are tutored in the English language as needed by our ESL tutor (A1, A2). At-risk students receive special attention in English classes with a low student/teacher ratio. After a year in the "at-risk" class, the students are enrolled in regular English classes with support through the Building Basic English Skills class, which is an individualized English "study hall" where the students get help with their homework. At-risk students may be enrolled in the Building Basic Math Skills class. This functions like the Building Basic English Skills class. Students are in a regular math class, such as Algebra I, and get the support they need in a

math "study hall" (A2, B1, B3, C1, C5, E4, F7). Parents and guardians are regularly contacted via phone, progress reports and e-mail to encourage successful completion of academic work (A2, B2, F5, F6, G2).

C4. What is the process for continuous curriculum renewal at the school? What questions about curriculum is the school currently addressing? The Leadership Team is made up of the department chairs, and meets a minimum of once a month (E1, E3, E4, F1, F2, F3, F5). This team, with input from their respective departments, engages in lively conversation and debate about the curriculum at every opportunity. The school calendar includes six half-days for professional development (E1, E2, E3, F2, F3, H2). This time is used to monitor and adjust curriculum. Teachers have made curriculum maps, which provide a visual of what is being taught. Essential questions are developed in each content area, areas for integration are identified, gaps and repetitions are eliminated, and assessments are aligned with the Michigan Frameworks (A1, H1). We do not have a "curriculum committee." The entire faculty is devoted to continuous curriculum renewal, accomplished through small groups during in-service time and department meetings. Student achievement data is examined annually by faculty and administration. Examples include MEAP, PSAT, ACT, PLAN, and ASVAB scores, STAR Reading Assessment, and report card grades. There have been several important curriculum changes in recent years. For example, the Social Studies curriculum was revised to be more age appropriate. Rather than Government and Economics for sophomores, they are now rigorous courses required of all seniors. World Geography has become a student-centered course, which challenges sophomores. Courses added include Early U.S. History, Medieval History, and Russian History. The department also offers a course in Law and one in Psychology, depending on student interest. Data collection is an important component of curriculum renewal. The faculty is organized into four teams, each of which gathers statistics on tests such as MEAP, ACT, ASVAB, PLAN, STAR, and PSAT. Data is also collected on context bound assessments, report card grades, and mid-term reports. Teams periodically conduct surveys of student and parent groups to gauge their level of satisfaction with the curriculum. The four teams are currently focused on Global Awareness, Reading, Research & Inquiry, and Health & Fitness. Data guides decisions about curriculum adjustments and assessments. For example, after studying STAR data, the Reading Team adjusted the English/Language Arts curriculum to include remedial help for students reading below grade level (A2, E4, H2, H3). When a curriculum change or teaching strategy is introduced, teachers are given the necessary training prior to implementation. We don't often employ outside consultants or trainers because we don't have the funding for it, but we make full use of our in-house expertise. For example, several teachers planned a workshop on writing rubrics (B1, E2, E4, H2) and conducted the workshop for the whole faculty. Five different teachers have conducted 20 technology workshops for the faculty (A1, E1, E3). We are currently addressing the following questions: What can we do within our Social Studies curriculum to help students become better citizens and be more informed about world affairs? What do we need to do to ensure that our students learn how to generate questions, research and investigate an issue, synthesize and evaluate information, and draw their own conclusions? How will we encourage all teachers to teach reading and writing in their respective disciplines? What things can we do to help students attain and maintain a healthy level of physical fitness?

C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school ensure that students achieve at high levels in the core subjects? See the appendix for a complete listing of courses.

A. English (Language Arts) – Every effort is made to limit class enrollments to 25 or fewer students. The English Department offers freshmen and sophomores yearlong courses that incorporate literature, speech, writing, and vocabulary building. Juniors and seniors enroll in semester courses to allow them to take electives such as American and British literature, speech, drama and film, college writing and communicating for success. We also offer support for at-risk students (B1, B3, C3) and a writing lab to improve students' skills. Students may enroll in the writing lab (Creative Writing) for a semester or a full year. Students who are struggling with writing assignments in other classes may come in for help. In the English 9 class, the teacher has an interesting way to introduce students to poetry. It begins with a journal

entry with the prompt, "Does music have an influence on the meaning of a song?" Next, students listen to two songs: "Born in the USA" and "Every Breath You Take." During discussion, students always identify the first as patriotic and the second as a love song. Then the teacher distributes the lyrics and a second discussion ensues. Before long, students realize that they had misinterpreted a protest song and song about a stalker. The lesson provides a personal connection to poetry and is completely student-centered. A visit to the British Literature classroom illustrates that students engage in hands-on activities at every opportunity. The walls are adorned with artistic interpretations of the literature, costumes are available for acting out literary scenes, and a reading corner is set up for the students' enjoyment, complete with La-Z-Boy recliner. Early in the English 10 class, a lesson in etymology begins with explanations of the origin of everyone's first name. Then each student learns all the other students' names and their etymologies (source, history, ethnology, an interesting person with that name), using mnemonic devices. In the Communicating for Success class, students research their own ancestry on genealogical databases provided through our library. Then they write the history of their family from the information they found. Advanced Placement Literature and Composition (AP English) is offered every year and accommodates approximately 25 students per year. Through our membership with Michigan Virtual High School (A1, C2, D4 F5, F7), teachers have access to online classrooms and use ClassTools, a full set of standards-based resources, from student activities to instant assessment tools. ClassTools provides online diagnostic tests, automatic reports, personalized study plans, and online activities. The activities are arranged thematically (i.e., "Lives in Crisis" includes *Hedda Gabler* and *A Streetcar Named Desire*) and chronologically (i.e., "Turn-of-the-Century Literature," which includes *Heart of Darkness* and *The Yellow Wallpaper*). Students can utilize these resources from any computer with Internet access, whether in the classroom, library, lab, or at home. Michigan Virtual also provides Exam Review, an extensive set of review lessons and practice questions, about a month before the AP exam is administered. In 2002, 14 (70%) of the students who took the AP English exam scored a three or better. Every English/Language Arts course incorporates research and literary criticism.

B. Mathematics –Students are required to take two years of mathematics to meet graduation requirements. Those two years are comprised of at least first year algebra and one other course; however, most (75%) students opt to take four years of mathematics. The math curriculum is aligned with the National Council of Mathematics Teachers (NCTM) Standards in Mathematics, which in turn ensures that the curriculum is aligned with the State of Michigan Benchmarks. In following the NCTM Standards, students use a variety of thinking skills to go from theory to real world examples, and to demonstrate an understanding of mathematical concepts. They demonstrate this understanding by writing about the math concepts, using calculators, computers, hands-on labs, and pencil and paper calculations, as well as by presenting concepts to their peers. The math concepts spiral through all courses to assure that students become proficient with specific concepts. By building on previous knowledge, students explore and learn topics in more depth each year, assuring that by the time they finish the curriculum they have a true understanding of many complex ideas in mathematics. With the mastery of these concepts, the students are able to use this knowledge in other disciplines, such as science, social sciences, and vocational education. Students read about each math topic prior to discussing it in class. Pre-reading provides an introduction to information to be discussed in class, time to think about it, the knowledge to contribute to class discussions, and a chance to clarify the ideas in class. Students are participants, not just spectators. The math curriculum is not grade or age dependent. It is designed to allow students to take six levels of mathematics from grades 7 through 12. The student goes into the appropriate course based upon his or her background and skill level. Some students will take college calculus while still in high school, while others may take advanced algebra as a senior. The percentage of 11th and 12th grade students taking advanced math classes is about 70%. The goal is to have all students take math classes appropriate for them during their four years of high school. In Algebra II, students do a project each quarter that involves writing and oral presentation. In Geometry, students do activities that incorporate areas such as art, literature, and sports. Examples are Tessellations, design of a miniature golf course, a *Gulliver's Travels* project, and perspective drawing. In Functions, Statistics and Trigonometry, one activity is *Construction of a Unit Circle* during which students construct the angles, bisectors and radians of a unit circle and then

use the circle to study graphs, show relationships between right triangle trigonometry and the sine wave. The FST class is also required to write and present a technical paper on a mathematical concept they have researched. They use graphing calculators to model mathematical situations and develop equations and graphs that would be too complicated to do by hand. Calculator based labs are integrated into the first year algebra curriculum. The CBL's collect data and allow students to see the topics they have studied in class The mathematical models used in the labs are exponential decay, slope of lines, bouncing balls, and simultaneous equations. The LD Resource Room has "Construction Math." After students master the math concepts, they draft a house blueprint, determine the amount of material needed for the job, and contact several different building suppliers to get price quotes. Students learn to look for the lowest bid. Then they build a model of the house to scale. This project integrates learning applied math, building construction techniques, and art, and it's completely student-centered.

C. Science – Two years of science are required for graduation, generally Physical Science 9 and General Biology Only about 25% of HHS graduates end their science studies at this point The rest continue by taking electives. These include: General Chemistry, AP Chemistry, Anatomy & Physiology, AP Biology, and Physics. College bound students are advised to take at least a third Science course (usually General Chemistry). Anatomy & Physiology is taken by students looking to pursue studies in medically related fields while Physics is recommended for students interested in Engineering Students interested in experiencing college level material with the possibility of earning college credit are encouraged to enroll in either or both of the AP courses. In Physics, an interactive Internet program called *Minds on Physics* (MOPS) is used, which teaches critical thinking. Students can't go on to the next level until they answer all the questions correctly. Once a sublevel is completed, the student is given a password to continue. Cooperative learning is encouraged during MOPS. As one student said, "I hate it, because it makes me think; but I love it, because it makes me learn." Science teachers often trade classes for a day. For example, a physical science teacher has developed a powerful lesson about the effects of alcohol on the brain, which he shares with all the physical science classes. General Biology is a blend of lecture, laboratory work, outdoor journeys, research, presentations, and many hands-on activities involving group work. One major outdoor activity is Quinzee Day. A quinzee is a snow shelter. Students spend the morning hours of Quinzee Day moving snow into huge piles, as each group works independently of, but often in lighthearted competition with, the other groups. When it's time to warm up, everyone heads inside for a presentation on hypothermia and winter survival from an MTU professor. Pizzas are delivered, and at about 1:00 PM, it's time to go back outdoors. Students spend the afternoon carefully hollowing out their snow piles to turn them into functional shelters, or quinzees. Often, ambitious groups build quinzees large enough to hold over 150 people (G1).

D. Social Studies –Social studies teachers help students develop critical thinking skills about the historical, political, and cultural aspects of human life Assigning various kinds of writing is a good way to help develop these skills. In Political Science, writing accounts for 90% of the final grade. Students write position papers and editorial responses. They also write papers responding to political theories. The final exam is a ten-page paper that demonstrates students' overall knowledge of the subject and their ability to apply that knowledge to various situations. Medieval History is a course that explores aspects of medieval times such as weapons, architecture, clothing, costuming, fashion, and daily home life, including recipes and decorations. To this end, students complete a term project that includes a paper and an activity. In American History, students write historical fiction situated in the West in which they create the dialogue and characters, but the facts of the era must be correctly portrayed. At another point in the year, they write a poem based on the era they are studying. They often deal with current events and make use of the 5 MEAP elements. They utilize old, released MEAP questions and then grade their own and each other's papers according to MEAP scoring. At the end of the year the students make a video focusing on some era or event they studied, being true to that period, for which they write their own script. In World Geography the students pick a topic they are interested in that invites investigation. As an example, they not only write about the existence and location of the Pyramids, but how and why they were built. They also do a role-playing exercise that teaches about African tribalism. Because the standards of this class are so high, we've changed World Geography from a mandatory 9th grade course to

a mandatory 10th grade course. Global Society combines social science and current events. Students complete a project each semester. In the first semester they do a PowerPoint presentation in which they first list causes of various trouble areas such as religion, land disputes, poor economies and poor leadership. Students then focus on a particular country, write about its problems and offer some solutions. A lesson on food resources and population growth has students doing math problems on the exponential growth of India's population and their arable land and compares that to the Southwestern U S. They use rice cakes to illustrate the amount of arable land in both places. By the end there is about one rice cake left for 24 students to eat (India), versus quite a few for two students in the U S. In the second semester students write a paper investigating a societal problem such as teen pregnancy, drinking, the use of steroids or cocaine distribution. Again, they try to explain why a problem exists and offer solutions.

E. The Arts – Our music program is performance oriented (averaging 50 performances per year) and affiliated with the Michigan School Band and Orchestra Association as well as the Michigan School Vocal Music Association. We have students representing us in Regional Honor choirs and bands, State Honor choirs and in the Michigan Youth Arts program every year. This means that we produce musicians who are recognized as part of the best 200 in the state. We also compete as large groups and have been consistently awarded medals for performances the past twelve years. Our students have consistently played at a level that enables them to choose to continue to play or sing at our best universities.

In **Band**, students are arranged into sections organized with a section leader who serves as a mentor for the less-experienced instrumentalists. A wide variety of music is introduced, and the instructor provides cultural information about the composers. The goals are to learn teamwork and to prepare for performances and festivals. Main focuses are sight-reading of music, attaining the ability to articulate sound correctly and to listen to others while playing and blend in with them to interpret the composer's vision, and marching (field and parade). With the team concept, younger members are mentored purposely as well as unwittingly by upperclassmen until they advance to become the leaders. Students are encouraged to compose or to direct if they are so inclined. There are opportunities to compete in Solo and Ensemble festivals. Supporting athletic teams as part of the Pep Band is one way that students can gain leadership recognition. There is a trip for seniors to an urban area where they can see a professional musical or concert, visit a museum, or otherwise be exposed to the Arts. In the winter a Dessert Concert is given where students can share solos or small ensemble work they have been preparing. In **Choir**, students are placed in vocal sections. The goal is to create a section sound and then to blend it with the other sections. Classical, pop, spiritual, and jazz pieces are practiced, with the instructor interjecting information on their styles and composers. Main focuses of choir are sight-reading of music, learning correct intonation and diction, rhythmic patterns/timing, correct breathing, and blending with other voices. With the team concept, younger members are mentored purposely as well as unwittingly by upperclassmen until they advance to become the leaders. There are opportunities to compete in Solo and Ensemble festivals, to learn how to accompany the group, to sing the National Anthem before sports contests, and to participate in the senior trip. In **Theater/Drama Club**, students have the opportunity to learn stage performance, set building, sound and lighting, directing, make-up, costuming, elocution, stage presence, blocking for the actors, and the skills needed for the other aspects of the show. Leadership positions are given to those who have the ability, regardless of class rank. More than any other program in the school, the Drama Club successfully integrates many different types of students who work hard together to present a show. **Art I** includes understanding the principles and elements of art (line, form, color, texture, movement, perspective, etc.), aesthetics, art history, appreciation and production, color theory drawing, painting, printmaking, graphic design, sculpture and ceramics. A favorite project is the T-shirt design, which combines artistic interpretation and an understanding of the First Amendment. **Art II** begins with a review of art, art movements, major artists and design principles. The emphasis is on understanding art through research, production and class critiques. Career exploration, with a focus on advertising and commercial art, is included. The development of a professional portfolio for college/art school admission or employment is required. **Art III 3-D Design/Sculpture** has students examine sculpture as a fine art, commercial art and folk art from pre-history to Egyptian and other civilizations into the 21st Century. Students explore both additive and subtractive techniques in wood, clay, stone,

plaster, metal, and a variety of other materials. Students produce well-crafted works of art "in-relief" and "in the round." This course is designed to encourage students to "think-in-the-round" by understanding concepts of form and space. Students examine the ways that sculptural concepts have influence product designs. Art students have the unique opportunity to contribute art to the school permanently. Our walls are decorated with painted murals done by student artists. Students designed and painted large panels depicting each HHS sport, which are displayed outside the gym. Students also designed and created ceramic tiles, which adorn our multi-purpose room. Our outdoor Habitat is a project that integrated several departments, art being one of them. Students are currently working on sculptures for the garden. On a more temporary basis, student artwork is displayed in a showcase in the Commons area, and students also display their work at the annual Dessert Concert.

F. World Languages – Aligning with the National Standards is the goal; comprehensible input of the language with the focus on listening first, followed by speaking, reading, and writing. Students learn to ask questions to get practical, necessary information, such as directions to a place. They gain an understanding and appreciation of another culture (customs, music, cuisine, political/economic/social). Skills are recycled and reinforced. In studying a world language there is an opportunity to integrate with other core classes. This is part of the National Standards. Since the study of a world language can be elected in any year, there is a greater mix of ages than in other classes, which creates a realistic community in the classroom. There is a necessity for experiencing the language so there is movement and sharing. Games are an effective way to teach a foreign language. For example, in "*Heads and Tails*," students compete in teams while learning to speak the language in complete sentences. Oral tests check vocabulary and sentence structure. Students are given a rubric and time to prepare visuals. On test day, they use the visuals to present the vocabulary. They also learn songs that contain the vocabulary and structures they are studying.

C6. What other content areas or programs play essential roles in the schoolwide curriculum goals?
The mission statement's goal of physical well-being is addressed beginning in **Health 9**. Students grow academically through reading, studying, discussing, testing, and the use of journals for daily writing and reflecting on health and exercise habits. Growth occurs socially through class discussions, cooperative learning, helping each other when testing health- and skill-related fitness, and making new friends on informal fitness walks and hikes. Health 9 by stresses the importance of being active on a regular basis by using workout days. Emotional growth occurs through discussion of issues such as stress, peer pressure, self-expectations, goals, growth changes, and hormonal changes. By discussing the differences between Health-Related Fitness and Skill-Related Fitness, students see that they can participate successfully in extracurricular activities without having to be top-notch athletes, and they realize that Health-Related Fitness is by far the most important, for the ability to participate lifelong, not just in school. The **Physical Education 9** class puts into practice what is discussed and practiced in the Health 9 part of the yearlong course. This is the main opportunity for students to assess and improve their physical health. Students in the **Advanced Physical Education/Weight & Cardio** class participate in a variety of lifetime sport activities. Experiences include softball, volleyball, badminton, alpine and nordic skiing, ice skating, bowling, archery, and physical fitness testing. Individualized weight and cardio workouts are designed to improve cardiovascular fitness. Physical Education classes provide the opportunity to improve physical health, which leads to greater academic performance. Students realize health benefits in all five areas of health-related skills, resulting in improved sleep, concentration, ability to deal with stress, confidence, and physical skills (agility, balance, coordination, power, reaction time, and speed). **Computer Technology** provides access to the latest, most up-to-date technology and computer software available. A 5 year technology plan guarantees that technology and curriculum grow and stay up-to-date. We currently have Pentium 4 computers, with a Windows XP platform and a processing speed of 2 4 GHz. These computers enable students to use a wide range of software and applications. We also provide plenty of access to the computers so students are able to use them to facilitate the academic experience. We have four computer labs in the high school, with 30 computers available in each. The labs are available throughout the day, before and after school, and on Wednesday nights for student use. In addition, students have access to a

number of other technologically advanced equipment such as geometer sketchpad, heart-rate monitors, and graphing calculators. 100% of the teachers in the high school have integrated technology into their teaching. Power Point is a favorite presentation tool, used by teachers and students (A1, C1, C4, D4, E1, E3, F5, F6, F7).

C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling? Graduation requirements and prerequisites for advanced classes are outlined in our course booklet. When a student is moving through a course sequence, such as from English 9 to English 10, the requirement is to have earned a passing grade. Final exams count for 20% of the grade. To enroll in an AP course, students must demonstrate mastery in previous courses through grades of A or B and teacher recommendations. If a student fails a required class, it must be repeated with a passing grade in order to graduate. Occasionally, a student who makes remarkable progress in the curriculum is able to bypass the prerequisites. For example, a 13-year-old 9th grader skipped 8th grade on the recommendation of both the middle school and high school principals. She took Physics and Calculus through Michigan Virtual High School last summer, and will likely graduate within the next two years (A1, B1, C2, H1). We have about 20 students at any given time who are dual enrolled at Michigan Tech, primarily to take math classes beyond what we offer at the high school.

C8. What are the course requirements for graduation? What percentage of the last graduating class completed curriculum requirements typically required for college admission? What percentage of the last graduating class completed a course sequence designed to prepare them for transition to work? What percentage of the graduates completed some other sequence required for graduation? Curriculum and graduation requirements are in the appendix. 83% of last year's graduating class completed requirements for college admission. 10% prepared for the transition to work, while the remaining 7% followed other interests such as the military and Americorps.

D. Active Teaching and Learning

D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning? Teaching and learning are based on the Michigan Curriculum Content Standards and Benchmarks. Teaching methods used create learning experiences demanding sustained, disciplined, and critical thought on topics that have relevance to life beyond school (A1, C5, D2, G4, H6). You won't see much lecturing being done because our teachers believe the responsibility for learning should remain with the student, and the student learns to demand active learning from himself. For example, in Physical Science, to study speed and acceleration, students set up a runway and launching ramp and test toy cars in order to learn about average speed, the forces that affect motion, deceleration, and conditions that will not affect the speed of a moving object. In this simple lab, students learn how to make a prediction, collect data, and draw conclusions. They also discuss ways to get the car to travel without accelerating or decelerating, the "beyond the classroom" component. A Biology teacher has devised a way for students to actually see what DNA looks like (besides the chromosomes seen during mitosis). Students break open the cells of strawberries and separate the DNA from the rest of the cell parts. (They use strawberries because they are a good source of DNA, containing eight copies of each chromosome.) During the activity, students mush strawberries, add extraction buffer, pour the extract onto cheesecloth which drips into a test tube, pour cold ethanol into the tube, and dip a loop into the tube where the alcohol meets the extract. When the loop is turned, students can see the DNA strands coiling around the loop like long threads in the ethanol layer. Another example of active learning is a World Geography project that has students in cooperative learning groups creating objects to place in a "time capsule" for a particular period of Chinese history. This wonderful hands-on activity incorporates not only cooperative learning, but also right- and left-brain thinking. It's an excellent opportunity for students to engage in extended conversational exchanges with the teacher and their peers in a way that builds an improved and shared understanding of ideas or topics. This is consistent with the Standards of Authentic Instruction as outlined in the Michigan Curriculum Content Standards and Benchmarks.

D2. In what ways do teaching practices support student-initiated learning? By following the University of Chicago Math curriculum, students are given an opportunity to learn how to study mathematics and attain math "power." There is very limited lecture, recitation, and individual seatwork compared to a traditional math curriculum. Discussions in small groups and with the whole class, individual and group work with calculators, computers, and other technology, and opportunities for students to do extended projects outside of class, such as written research papers, are ways for students to be active learners. Many of our Social Studies classes use debate. For example, in Economics class, groups are formed representing the traditional, free market, and command economies. After extensive research, they engage in lively debate about which economic form is the "best." Student questions and issues often guide lessons. For example, when our SADD chapter (B4, C1) was getting the word out about the dangers of smoking, our Anatomy & Physiology teacher created a unit, complete with a student generated project, about the effects of smoking. Their project posters were hung in the hallway and used in subsequent lessons. A collaborative project in Art produced "The Gremlin Café," the a la carte area of the school cafeteria. The Café now has a striped awning over each of the two windows and is beautifully decorated with handmade ceramic tiles of various foods. In Physical Science, students work in teams on the "Copper Cleaning" project, where they develop a product that effectively cleans copper and then attempt to "sell" their product at an evening presentation to parents. The English department's Electronic Research Paper is an opportunity for students to work in teams to create a multi-media presentation of their research, using camcorders, digital cameras, video editing equipment, and computer graphics as an alternative to the traditional written research paper. Our auditorium has a fairly sophisticated sound and lighting system that wasn't being fully utilized because there weren't any adults in the building who really understood how it worked. Three years ago, one of our students studied the system and wrote a technical manual about its operation. Since then, several students have studied the manual and learned how to operate the system. We still don't have any adults who understand it, but the students know how it works, and they operate it during all of our productions.

D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts? Curriculum resources are available through the Media Center, serving the middle school and high school, which has over 20,000 books, 100 periodical subscriptions, video resources through the Regional Educational Media Center, audio-visual equipment available for use by students, teachers, and administrators, and computers available for individual and group use. Books are selected according to usage statistics and accuracy of information; that is, high use areas and areas which are quickly outdated are replaced with new books and other materials. Internet access and educational databases for research are available. Access to over 900 periodicals is provided through First Search, a database subscribed to by the Library of Michigan and made available to schools. Seven to ten thousand individual student visits are made to the library each year, and over eight thousand students visit the library with their teachers in units planned by the teacher and media specialist. A library computer lab is available for teachers who take their classes there for specific projects. Over 1000 such visits are made by teachers with their classes, which reflects approximately 20,000 student visits. Instruction is provided on finding materials in the library, reference books, interlibrary loan, and online. Focus is on teaching the use of databases provided by the State of Michigan for research. When a class is about to start a research paper or project, an overview of the materials specific to that area is often presented to the class. Teachers are notified of quality websites that are subject specific and age appropriate for the classes they teach. We also conduct an activity to teach students where books can be located. They receive slips of colored construction paper that look like the spines of books, with call numbers. Students must locate similar call numbers and identify the number of the shelf where it can be found Another activity provides them with a numbered map of the library and asks them to choose from a list matching the area that the number represents. Two students per class period help in the library. Many student library aides (B2) are special education students. These students learn to use the library in-depth and learn to feel comfortable asking questions. Student workers are expected to complete assigned tasks accurately, help other students find

materials, and use the computers to answer questions politely. Student library aides often ask for references for job applications after they leave high school. The library is open each morning at least 15 minutes before school starts. By request, it will open up to an hour before school starts. It is open daily for a half hour after school and every Wednesday evening from 5:30 to 8:30 PM (A1, B2, G3)

D4. What technology applications is the school using? How do they relate to the curricular goals and how do they support teaching and learning? Wherever technology is used, whether in the library media center or classroom, it is primarily used as a teaching tool to enhance the curriculum. Technology has been and continues to be integrated into all subject areas, and training is ongoing. All students are required to take one computer class to graduate. Students take computer technology or advanced computer technology, depending on their individual abilities. We test all incoming freshmen to determine their computer aptitude prior to placing them in a computer course. After the computer technology courses, we offer classes and technological opportunities to satisfy a broad range of student interests and to foster career development. These courses include: computer graphic design, video production, AutoCAD, programming I and II, yearbook, and automated accounting (F5, F6). Through membership with Michigan Virtual High School, 60 students per semester are enrolled in online classes which they can access any time from school or home (A1, C2, C5, F5, F7). We also encourage students to use online learning as a way to make up deficiencies during the summer because we do not have in-house summer school. Every computer in the district has internet access. Students taking online courses can access them in the library or in the study hall (A1, C1, C4, C6, E1, E3, F5, F6, F7).

E. Professional Community

E1. What opportunities do teachers and other staff have to build a professional community that enhances their collective capacity to work together to support student learning? The professional community at HHS begins with the Leadership Team (C4, E3, E4, F1, F2, F3, F5). This team includes the eight department chairs (Math, Science, Social Studies, English, Fine Arts, Physical Education & Health, Business & Vocational Education, and Special Education), the guidance counselor, media center director, athletic director, assistant principal, and principal. The team meets (minimally) once a month to plan professional development activities for faculty and staff (C4, E2, E3, F2, F3, H2). Our school calendar includes six in-service half-days per year for these activities. Under the guidance of Leadership Team members, the faculty engages in problem-solving sessions such as curriculum mapping, data analysis, technology training, and goal setting. These three-hour sessions are held in the school library with small groups of teachers collaborating on school improvement goals. The School Improvement Committee includes all teachers, teacher aides, two students, one parent, and one school board member. Each of the school improvement teams (global awareness, reading, research & inquiry, and health & fitness) plans professional development activities that respond to instructional needs in these areas. Department meetings are held monthly to discuss issues such as curriculum, assessment, and MEAP analysis. Our school day is divided into seven class periods of fifty-three minutes each. Teachers teach five periods and have two unassigned periods a day (A1, B3, E2). An effort is made to give teachers common planning time with others in their department. Release time is given any time teachers need to collaborate on school improvement strategies. Faculty meetings are held monthly for 40 minutes before school to deal with curriculum, school improvement, and other issues related to student achievement. In a recent survey, faculty members responded favorably that faculty meetings give them ample opportunity to address important issues. Faculty meetings are also used as a forum for teachers to share their professional development experiences outside school. For example, we have an Ameritech Technology Academy team (a computer technology teacher, media center director, and principal) that was trained by Ameritech to use new technologies, such as video-streaming, and to create a technology training plan for the school. The team conducts mini-lessons to address teachers' self-reported technological deficiencies when needed and offers suggestions for ways teachers can integrate technology into their classroom teaching (A1, E3).

E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school's curriculum instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority? Because of our location, teachers often travel long distances to take advantage of professional development opportunities even in our own state. Therefore, when there is a worthwhile conference, such as a state or national conference, we try to send as many teachers as we can in one trip. Our entire English department has attended two NCTE conferences, and our math department rotates teachers into the state conference each year. Science teachers attend the Wisconsin state convention as a team each year, and they have also attended national conventions. Teachers are encouraged to attend workshops and conferences individually when there is an opportunity to gain new knowledge and skills. Advanced Placement teachers attend summer workshops to stay current with new developments in the AP curriculums. The CCISD arranges for professional development activities for the entire ISD periodically throughout the school year. The ISD organizes area-wide department meetings in our nine area high schools to facilitate teachers sharing ideas and teaching strategies. Northern Michigan University, which is a two-hour drive from Houghton, offers a major science conference at the Seaborg Center each year, and the Copper Country schools are always invited to attend conferences organized by the Marquette-Alger Intermediate School District. North Central/School Improvement teams design in-service activities when needed. For example, the Writing Improvement team conducted mini-workshops in designing writing assignments and rubrics. Twice a year, all teachers submit a set of their students' writing as part of the Writing Across the Curriculum Project (B1, C4, E4, H2). Teachers engage in regular, structured, and collaborative interactions, with opportunities to examine new information, reflect on their practice, or assess and analyze outcome data (C4, E1, E3, F2, F3, H2). For example, during curriculum mapping exercises, small groups of teachers in unlike content areas collaborate. This activity helps teachers understand how their disciplines overlap and support one another. Coaching and mentoring are done on an informal basis, which has proven to be highly effective. Working one-on-one with an equally or more experienced teacher to improve teaching and learning is just a way of life around here. HHS teachers do not isolate. All teachers have two periods (fifty-three minutes each) of preparation time per day, which they use to do paperwork and engage in meaningful discussion with each other (A1, B3, E1). New teachers attend four "Beginning Teacher" workshops at the CCISD with their mentors. The district supports CPR training for all our teachers. Professional affiliations are supported by the district. For example, coaches belong to the Michigan High School Athletic Association; two teachers are CPR instructors and members of the American Heart Association. The librarian belongs to the U.P. Region of Library Cooperation, an advisory member of the Regional Educational Media Center, and also the Copper Country Library Association, American Technology Academy, the Michigan Association for Media in Education, and the International Society for Technology in Education.

E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility? A teacher mentor is assigned to beginning teachers for three years. The mentor is available to help with classroom management, school policies, student assessment, effective teaching strategies, communicating with colleagues and parents, developing the IDP, and to offer emotional support. It is suggested that beginning teachers meet with their mentors at least once a month for at least one class period, but our mentoring program is informal, mentors do not get paid for mentoring, and all interactions with the beginning teacher are voluntary. Our faculty is small and extremely cohesive, due to good leadership and an atmosphere of respect. Teachers help each other in a spirit of cooperation on a daily basis with a wide variety of issues. The formal evaluation process for beginning teachers is an excellent professional development opportunity. The principal observes the teacher in the classroom four to twelve times a year, depending on the skill level of the teacher, for the first four years, after which conferences are held, ideas exchanged, suggestions made, and professional goals developed. Newly hired teachers with experience elsewhere get a one-day training before school starts during which they and the beginning teachers learn the rules and procedures necessary to have a smooth beginning. There is a two-year probationary period for experienced, newly hired teachers. During

that time, they are observed a minimum of eight times and have conferences with the principal and department chair to check on progress and establish goals. When a teacher takes on an AP course for the first time, he is sent to a College Board summer session to prepare for it. A teacher creating a new class is given release time to work on it (as much as he needs). The only other significant change would be our newly adopted Advisory program (A3, B2, F4). The guidance counselor has done several mini-workshops at faculty gatherings to train teachers in their responsibilities, and that process will continue as everyone learns how to administer the program effectively. The Leadership Team (C4, E1, E4, F1, F2, F3, F5) and the North Central school improvement process are two excellent opportunities for teachers to step up as leaders. The North Central Steering Committee is co-chaired by two teachers who plan and implement school improvement activities during planned in-service time (C4, E1, E2, F2, F3, H2). Traveling to workshops and conferences "downstate" is sometimes impossible, but we stay abreast of what is being offered, and are often able to participate via Distance Learning technology. Our Distance Learning Lab holds about ten people and is connected to the other eight high schools in our ISD so a teacher in one building can teach students in another (A1, C2, F5). It allows us to receive teleconferences such as the National Honor Society Advisor Training and MEAP workshops. Secretaries receive annual training in our student management system (A1, F5, F6) from Connecting Point in Green Bay, WI. This is essential to the school's operation. The secretaries handle the entire system, which includes attendance, grades, schedules, and requirements for the State of Michigan's SRSD (Single Record Student Database). Our counselor belongs to the Copper Country Counselors Association, kept up-to-date on Pathways and other relevant programs by the CCISD. She attends classes at NMU and attends Career Development workshops in Lansing annually. Teacher aides are involved in onsite professional development activities, and they have received specialized training at NMU when it is available. Our principal attends several conferences each year, explained in more detail in the next section.

E4. How does the school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success? After discussing MEAP Writing scores, the Leadership Team (C4, E1, E3, F1, F2, F3, F5) developed creative ways to implement "Writing Across the Curriculum" (B1, C4, E2, H2). Teachers were trained, the program was put into place, and our high school MEAP writing scores went from 65% passing to 89% from 2001 to 2002 (A1, H2, H5). The Leadership Team also created Project RESCUE, a reading program to get non-readers up to grade level (C1, F7). Ten teachers were trained to administer the STAR (A2, C4, H2, H3) and Woodcock Reading assessments (A2, H1), the program was launched in 2000, and our high school MEAP reading scores went from 80% to 89% passing. Because of our focus on reading scores, teachers have learned and use strategies (i.e., KWL, webbing, graphic organizers, and response notes) for teaching informational reading in their classes. The North Central accreditation process is all about studying student achievement data and devising strategies to improve. When it becomes necessary for teachers to acquire additional skills, we find a way to make that happen. For example, we have a deficiency in the area of Inquiry (research skills, problem-solving, critical thinking, and synthesis of ideas) (A1, B1, F4). To address solutions with our students, we will need to develop ourselves in this ever-changing area.

F. Leadership and Educational Vitality

F1. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?
Although leadership is shared by the administrators, faculty, parents, and students, the principal, Mrs. Simila, is the driving force in reaching our vision/mission (Part IV, pg. 9). Her organized, professional, manner and dedication inspire the faculty to be innovative and challenge students. She provides leadership by building and maintaining a vision, direction, and focus for student learning. That means not impeding change, but embracing it. Teachers are encouraged to innovate, try new strategies with their students, and take risks. The principal acts as a buffer between a teacher and his/her critics when necessary. Mrs. Simila respects and trusts the teachers and does not micro-manage. When a school has an

excellent faculty and staff (and we do) the principal's job becomes less management and more leadership. That leadership includes staying involved as a teacher. Mrs. Simila teaches AP English to stay in touch with what teachers deal with on a daily basis, allowing her to make instructional recommendations based on recent developments rather than things that were true in the past. Mrs. Simila is a member of MASSP (Michigan Association of Secondary School Principals), serving as President of Center 1 (the Upper Peninsula). As a Center President, she also serves on the State Board of Directors. She holds an elected position on the Michigan Committee of the North Central Association and is secretary of the Principals' Roundtable in the Copper Country ISD. These affiliations are of paramount importance in making up-to-the-minute information available to faculty and staff. "We are a team trained to make things happen; creating balance, joy, consensus and involvement while always keeping in mind what's best for kids." This is the vision statement of "The Dream Keepers," the Leadership Team at HHS (C4, E1, E3, E4, F2, F3, F5). The team has developed a Decision-Making Model, which is effective in getting the entire faculty involved in making school-wide decisions. The team is made up of the eight department chairs, the guidance counselor, athletic director, director of media resources, assistant principal, and principal. They meet at least once a month and members are responsible for representing their respective departments and keeping the lines of communication open. Department chairs provide leadership through modeling great teaching, advocating for their departments, and acting in an advisory capacity to the administration. They are essential to the smooth functioning of the school in terms of curriculum development, obtaining resources, mentoring new teachers, and consensus building within their departments. Although school climate is not visible in educational outcomes, it very much affects the process of teaching and learning that leads to those outcomes. We feel that it is impossible to have a high achieving school when student behavior is out of control. Thanks to the leadership of our assistant principal, Mr. Klein, safety and order prevail at all times (B4, F5). Teaching and learning thrive here because Houghton High School is a place where everyone can feel secure and relaxed. Students know what our expectations of behavior are, and teachers know that their disciplinary strategies will be supported by the administration. Mr. Klein is also the head varsity football coach, giving his leadership a dimension that adds to his effectiveness. Another important leadership position is held by our Athletic Director. He is Secretary-Treasurer of the Upper Peninsula Athletic Directors, Commissioner of the Lake Superior Hockey Conference, President of the West-PAC Conference and the Keweenaw Athletic Directors' Association, and serves on the Ice Hockey, Seeding, and Ice Hockey Officials Committees of the MHSAA. We count on him to provide quality co-curricular activities for our students, motivate our coaches, and demonstrate total commitment to our athletes. Research shows that students who are involved in co-curriculars do better in school than those who are not, so the Athletic Director plays a huge role in achieving our mission and goals. The most important leadership roles in the student body are those held by Student Council and National Honor Society members. Through service projects and the organization of student activities, they provide excellent role modeling. They serve on faculty committees and make presentations at faculty meetings, thereby letting the voice of the students be heard. Our student athletes are also considered leaders as they set the tone for school spirit and serve as an example of focus and commitment. When school spirit is high and students are visibly proud of their school, there follows a sense of accomplishment and ownership that, in turn, leads to higher productivity and achievement.

F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders? The administration, teachers, staff, students, parents and the wider community are all stakeholders and each has a voice in decision-making. Long and short-term goals are set by the principal, teachers and staff members. One way this is done is through the NCA process, which identifies school-wide goals after gathering input from staff, faculty, students and parents. The Leadership Team (C4, E1, E3, E4, F1, F3, F5) meets monthly to plan professional development activities (E1, E2, E3, F3, H2). Monthly faculty meetings serve as a forum for teachers to share professional development experiences, and discuss curriculum and school improvement. Student Council acts on behalf of the student body, bringing concerns and proposals to the principal. Student interest determines specific course offerings, such as business, English and social

studies electives. Data is collected from parents and students to gauge their level of satisfaction with the curriculum and to address areas for improvement. Parents and community members model leadership by serving on advisory committees and booster clubs (G2), and as classroom speakers and chaperones. Our athletics booster club raises funds throughout the school year, and works with the athletic director, coaches and the administration to determine where best to use funds. Through their efforts, a storage garage and concession stand were built, locker room facilities for our hockey team were improved, and a scoreboard and record board were purchased for the pool. When our principal and assistant principal were hired, a consultant from Corporate Strategies, Inc. was brought in to help the faculty make a smooth transition between administrators. Part of the process was to define our vision, which was done through individual interviews with the consultant and whole faculty sessions to focus on key issues. The mission statement was developed through a process of individual surveys, small group meetings, and then a whole faculty activity to finalize the mission. An example of engaging all stakeholders in leadership and decision-making is the development and implementation of Houghton High School's Attendance Policy (F5, H7). The Leadership Team's Decision-Making Model was put into action when issues concerning student attendance were raised at a team meeting. Problems included students in the hallways during class time, wasting valuable class time due to tardiness, bickering about whether an absence was excused or unexcused, parents lying for their children, families going on extended trips during the school year, and athletes expecting time off from school for travel and recuperation. The principal scheduled a meeting after school to start working on a new attendance policy and encouraged "anyone with opinions on the subject" to attend. Twelve teachers attended that first meeting. It was a brainstorming session that generated a lot of good ideas. Those ideas were listed in a memo given to every teacher, requesting their input. A second meeting took place a week later. The original twelve and five more teachers came to the table. A proposal was drafted and distributed to the whole faculty with a memo giving a quick deadline for responding. It was decided that if there was a lot of negative response, the issue would be tabled until fall. Those who didn't respond were assumed to be in favor of the proposal. Over the summer, the principal and two volunteer faculty members, using the responses from the teachers, refined the language of the policy through many rewrites and conversations with a school attorney. The policy was approved by the board and written into the Student Handbook. Letters went out to parents shortly before school started to inform them of the new policy and invite them to make any comments or suggestions. When school started that fall, the Student Council was invited to make suggestions for improvement of the policy. They made a presentation at a faculty meeting and their suggestions were incorporated into the policy for the following school year. Our Attendance Policy has proven successful. In the first 16 weeks of school with the new policy, average weekly attendance improved by 20%. Tardies dropped by 43%. Average daily attendance has leveled off at about 97%. (F5, H7) Teachers are happy. We no longer have to argue with parents about attendance issues. All teachers wrote lists of "Excellent Reasons to Attend my Class Every Day" for their students. Our internal research has shown (and external research supports) that good attendance leads to high achievement. We cannot educate students who aren't here, so the Attendance Policy is a big step toward achieving our mission and goals. Our attendance policy has been adopted in schools across the U.P. and in some lower Michigan schools as well (F5).

F3. What kind of participatory school improvement process operates at the school? How did the school prepare its Self-Assessment for the Blue Ribbon Schools Program and how did this initiative relate to other school improvement and planning efforts? We follow NCA's Performance Accreditation process, which begins with Making the Commitment. The School Improvement Steering Committee consists of three teachers, two students, one parent, one school board member, and the principal. Richard Woodford and Jennifer Sundstrom, teachers, are co-chairs. A Timeline was developed by the Steering Committee. Collecting and Analyzing Data is an ongoing process, done by the entire faculty and staff. The School Profile was completed in the spring of 2002-03 from which four target goal areas were named (A1, B1, E4). Some time was spent redefining our Mission and Goals. In developing the School Improvement Plan, goal committees were established, assessments to measure performance identified, interventions to support the goals identified, and staff development planned (E1, E2, E3, F2,

H2). To implement the School Improvement Plan, baseline performance data is collected and disaggregated to compare three to five years of student achievement data. The principal enlisted the help of the Leadership Team to write the Blue Ribbon application. The work aligns closely with School Improvement work, such as data collection and analysis. The Leadership Team (C4, E1, E3, E4, F1, F2, F3) met in February 2003 to make assignments for gathering information for the Blue Ribbon application. They met once in the summer to consolidate their findings and once in the fall to submit their final drafts.

F4. How does the school leadership use the most current information about education to promote continuous improvement in the school? How does such evidence influence decision-making? We gain up-to-the-minute information from North Central workshops and trainings. The co-chairs of the Steering Committee and the principal participated in two trainings in 2002-03, attended a three-day work session in August, and received further training in the fall of 2003. Our ISD keeps us informed of professional development opportunities and provides in-service training on all new educational developments at the state and national levels. About 75% of our teachers take advantage of local professional development opportunities each year. Teachers use online resources to guide them in planning lessons and assessments. Included are *Linking and Learning* from the MDE, MICLiMB (State of Michigan Clarifying Language in Michigan Benchmarks), SCoPE (Sample Curriculum & Plans for Education), and NCA-CASI (North Central Accreditation-Curriculum and School Improvement). The main benefit of staying on top of current information is to help us remain focused on our mission and goals (A1, B1, E4) We pay close attention to student achievement data and make adjustments as necessary. For instance, when we noticed the large numbers of incoming freshmen with reading problems, we added our math and English Basic Skills classes to support those students. The Senior Year Committee uses the findings of the National Commission on the High School Senior Year to guide planning of Advisory time (A3). James Stronge's *Qualities of Effective Teachers* and Charlotte Danielson's *Enhancing Professional Practice* are used to inform effective teaching.

F5. Reflecting on the last five years, what conditions or changes have contributed most to the overall success of the school? Over the past five years, a change in leadership has sharpened focus on school improvement. A renewed commitment to form an alliance of school board, school employees, students, and community, has resulted in several significant changes. The building was expanded with the addition of a middle school wing, a math/science wing, an expanded stage, a larger multipurpose room, and an additional computer lab. With this expansion, our Middle School was born, thereby separating the 6th, 7th and 8th graders from the high school students. The additional space in the multipurpose room has been used to greatly increase school lunch selections and improve lunch line traffic flow. Our most significant staff change was the hiring of a new principal and assistant principal in the 1998-99 school year, which dramatically improved school climate and morale. This administration is committed to a leadership style that encourages and welcomes faculty and student input. Cooperation and affirmation between the principal and assistant principal are evident to the students and staff. Teachers are respected and trusted to teach and use the skills for which they were hired. Staff has an opportunity, through committees and faculty meetings, to have opinions heard and implemented, and is encouraged to "brainstorm" new ideas and solutions to problems. The principals' doors are always open. Services of an outside consultant were employed to teach the faculty about leadership styles and implement effective collaboration strategies (F2). The principle behind the Leadership Team (C4, E1, E3, E4, F1, F2, F3) is effective for building stronger departments. When problems occur, they are dealt with directly, openly, and honestly in a professional manner. The NCA process is well organized and keeps the faculty working diligently toward their goals (A1, E4, F4). Students are nurtured in a safe, welcoming school. Discipline has greatly improved because the faculty and administration pay attention and continuously respond to the changing needs of our student body and implement new policies as necessary. Teachers and administrators are a noticeable presence in hallways before and after school and between classes (B4, F1). Schools of Choice enrollments are a strong indicator of the quality of our school (A1, F7, H3). Our Attendance Policy, instituted in 2001-02, works. Students face grade penalties for excessive absences, and

so they choose to attend school. Should they exceed the number of absences allowed before a grade penalty is applied, they have an option to "make up" time at daily study sessions. Average attendance has improved from 95.7% in 1999-2000 to 97.6% in 2002-03 (F2, H7). The Technology Plan has guided our district into providing the most up-to-date technology to staff and students wherever possible. Every single classroom is equipped with a new computer with internet access, a telephone with voicemail capability, and a television. Teachers use their classroom computers to enter daily attendance and marking period grades in our *WinSchool Student Management* program (A1, E3, F6). Every teacher has a laptop computer. Our media center offers video cameras, computer projection units, VCRs, DVD players, digital cameras, a scanner, and a well-equipped computer lab for classroom use. Fax machines and photocopiers are available. Every teacher has an e-mail account, providing parents and students the ability to contact teachers at their convenience (A2, B2, C3, F6, G2). Administrators carry a cell phone and a Palm Pilot loaded with the entire student database. Student schedules, contact information, and demographics are instantly available (A1). We have our own print shop for copying, designing of publications, and laminating. Outside jobs pay for the shop. Students assist in the print shop, providing them practical experience in desktop publishing and operating the printing equipment. In our Computer Technology classes, students learn word processing, spreadsheet, and database functions, PowerPoint, web utilization, and desktop publishing. Michigan Virtual High School greatly increases the curriculum available to our students (A1, C2, C5, D4, F7). We have a distance-learning classroom, allowing students to participate in classes offered in other schools (A1, C2, E3, F5). Our lunchroom uses computers with a program called *Meal Magic*, which tracks student account balances and what they purchase for lunch, and maintains product inventory. We use an "Attendance Line," a 24-hour automated voicemail line, which parents call to excuse their child's absences. Office staff inputs the student excuses into the attendance program and teachers access this information from their classrooms. When a student needs to leave school for an appointment, the teacher can see what time the student should be excused just by checking attendance (A1, C1, C4, C6, D4, E1, E3, F6, F7).

F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Teachers use the *WinSchool Student Management* program (A1, E3, F5) to submit attendance and grades. Student attendance records can be viewed by all teachers with just a few clicks of the mouse. With each addition of new equipment or software, teachers are trained to use it. Training is provided at least once each school year. The Ameritech Technology Team (E1) provides training in areas teachers request. They also offer suggestions of ways teachers can integrate technology into their classroom teaching. Recent training topics have included how to scan documents, use the computer projection units, and how to create a PowerPoint presentation. Teachers post their lesson plans on *Schoolplanner.com* (A2, G2). Most teachers design tests and worksheets on their computers. Many access online lesson ideas and resources. Students are taken to the computer lab to research assignments and do computerized activities. Technology assists nearly every duty of our office staff. *WinSchool* is used for student schedules, attendance, grades, health related, discipline tracking, and demographics information. This powerful program allows staff the ability to generate the SRSD report, and to provide attendance reports, transcripts, discipline reports, and a wealth of other reports almost instantaneously. In the counseling center, the internet assists students with locating college and scholarship information and applications, and accessing information on the ACT or SAT tests. Students use computers to input their class schedules each spring, saving many hours of office staff time (A3, B1). Secretaries use the latest software in designing school calendars, student handbooks, course planning guides, and countless other communications. Each office staff member is accessible by phone or e-mail. The Attendance Line is checked routinely throughout the school day for excused absences. (F5). Parents subscribe to our e-mail parent listserv, through which we communicate daily announcements and other items of interest. One teacher testifies, "The use of technology for grading, attendance, and information gathering/dissemination has made these processes more efficient. We have been given an opportunity to learn more about technology online as well as in courses given by the ISD. We have been in-serviced (although some of us could use more). Teachers have tutored each other informally. When we were working on the last school

improvement cycle, I learned how to make pie charts to graphically present the data we had gathered. That was a stretch. The textbook I use has a web site for teachers that helps me now and then. Because we have computers available to the students, they can go to Schoolplanner.com and get make-up work. Also, I can communicate with parents more easily via e-mail." –Jackie Manchester (A2, B2, C3, F5, G2)

F7. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them? Our toughest challenge is budget constraints, due to financial woes at the state level. Compounding the issue is a low national birth rate, which is leading to declining enrollment. With funding determined on a per pupil basis, our revenues decline along with our enrollment. We maintain and improve our image with strong educational programs/curriculum, outstanding staff, competitive sports teams, up-to-date technology, and a first-rate faculty. These successes, teaming up with "word-of-mouth" will continue to make us the most attractive school in the area for Schools of Choice students and will help retain the students we already serve (A1, F5, H3). Our district hired a professional to design a brochure that showcases our schools, to be distributed to real estate agents, local employers, and other people who work with new and prospective residents, helping to pique their interest in enrolling their children in our school. Despite several upcoming retirements, our faculty will remain strong if we maintain our hiring philosophy of getting the best new teachers available. To ensure the needs of all students are met, we will continue programs such as Project RESCUE (A1, C1, E4, F7) to address the problem of students reading below grade level and our membership with Michigan Virtual High School to provide access to courses not otherwise available (A1, C2, C5, D4, F5). Curriculum offerings can be increased using the rotating method that the English department uses. Technology will continue to advance. We maintain an up-to-date technology plan to ensure that wherever possible we have the latest resources. As technology is updated, in-services are provided to train staff on how to use these items effectively (A1, C1, C4, C6, D4, E1, E3, F5, F6).

G. School, Family, and Community Partnerships

G1. What are the goals and priorities of the school, family, and community/school partnerships? How have the school and community both improved as a result of these partnerships and how did the school measure the improvements? In a small community such as ours, the school district becomes a large part of the identity of that community. Positive relationships begin with the way in which teachers and students relate to each other, and they continue with links to parents, businesses, community agencies, and others outside the school, including the two universities in our area. Parents help the school in setting social and academic goals in many ways. For one thing, because we are a friendly, open-door, "Come on in and let's talk" kind of school, parents feel free to share their hopes and dreams for their children. Also, we periodically (about every third year) conduct extensive parent surveys to see if parents are satisfied with their children's academic development. A good example of a community partnership that benefits both school and community is our On-the-Job Training program, in which about 20 students per year participate. Twelve businesses and agencies in the community offer internships to high school students, and the students generally work for no pay. Students are permitted to work up to three hours a day during school hours, and they receive course credit for doing so. Internships are available at our city police department, banks and credit unions, auto mechanic shops, and grocery stores, to name a few (B1, C2). Our U.S. History teachers, the National Honor Society, and Key Club require that students become involved in community service projects. Several organizations have benefited, including Head Start, Little Brothers' Friends of the Elderly, veterinary clinics, the Portage Hospital, and the Red Cross. Some students have continued to visit with the elderly, volunteer at daycare centers, or donate blood, feeling satisfaction in helping others. Another way in which school and community collaborate is during *Quinzee Day* (C5). Parent chaperones are needed in shifts throughout the day, often in groups of 5-10 parents at a time. Pepsi Cola and Coca-Cola donate soft drinks, restaurants donate hot chocolate supplies, our school purchases hot dogs, and these are all available free to students throughout the day. Parents prepare refreshments in the concession stand. The local newspaper stops by for a front-page picture. Students and parents gain an understanding of the dangers of hypothermia and how to survive the elements should they

ever find themselves in a dangerous outdoor situation. Another way school and community collaborate is in the use of school facilities. Community groups use our multi-purpose room and classrooms for meetings, our pool, library, and gym are open to the public, Suzuki classes are held in our music room, Relay for Life takes place on our football field, and a local church holds its Sunday services in our auditorium. The continuous use of our building is an excellent way for students to become aware of community activities and to learn from example the benefits of collaboration. A community health program, SHINE (Student Health Information and Empowerment), provides student health assessments and helps students set personal fitness goals, which are reinforced during P.E. and Health classes. A school board member obtained a grant, which provided for an Artist in Resident cellist. Our athletics booster club raises tens of thousands of dollars annually for sports programs and equipment. Community members provide seventeen scholarships for our seniors annually, resulting in tens of thousands of dollars. $100,000 was donated to our Learning Resources Center by a member of our community. Our close proximity to Michigan Technological University and Finlandia University allows students to take advantage of dual enrollment opportunities (A1, B1, C2, C3, C7). Speakers come to our building, including the Director of Career Planning from MTU, who comes to discuss resumes and interviewing, and, with other employers in the community, conducts job interviews with students. The high school robotics team works with students from MTU's engineering program, and between 75 and 100 students each year are tutored by college students majoring in education (A1, A2, B2, C3). National theater groups, who perform at MTU and Finlandia, provide wonderful performances of Shakespeare and other classical plays. We have at least a dozen visits from college and military recruiters each year (A2). The Navy has presented programs in the auditorium and classrooms about nuclear energy.

G2. How does the school involve families in their children's education? The connection between home and school tends to weaken as students grow older, and yet, we know that scholastic achievement is higher when parents are involved in their child's education. We employ a number of strategies for including parents in the academic lives of their high schoolers. "Back To School Night" is an opportunity for parents to come in and meet the teachers in an informal setting before any problems come up with their children. We host an outdoor barbecue, with teachers and administrators cooking up hot dogs and hamburgers. Parents get a copy of their child's class schedule and we take them through an abbreviated school day so they can get a feel for what their child's day is like. Parent/Teacher Conferences (G3) are held six times a year, with three sessions being offered in the fall and three in the spring. Teachers are stationed in their classrooms and parents are free to stop in as they wish. No appointments are necessary. These parent nights are well attended. This fall, for example, 70% of our high school students were represented by one or both parents. When problems arise with a student, we get parents involved as early as possible with staffings that include the student's parents and teachers (A1, A3, C3). This often results in a solution to the problem that involves parents and teachers working together. Every teacher has a telephone with voice mail in his/her classroom, so any parent can call any teacher at any time, and vice versa. We also have a Parent Listserv that enables us to send e-mail messages to all parents at the same time. All parents are given a list of teacher's names, phone numbers, and e-mail addresses. All teachers have in-house e-mail, which they check daily (A2, B2, C3, F5, F6). Through our Athletics Booster Club (F2), parent volunteers operate concessions at all athletic events. A parent group plans and hosts the annual Alcohol-Free Graduation Overnight held on graduation night. Music Boosters Club members help with transportation to music competitions. When we need parent volunteers to serve on committees, chaperone school events, or accompany students on trips, all we need to do is ask. Our school website has a link to schoolplanner.com (A2, F6), where some teachers post homework assignments. We have just this year acquired all new computers and software that enables teachers to create their own websites where they can post homework for their students. Many teachers send mailings to inform parents of projects, research papers, and other assignments in their classes. Our office staff collects homework assignments for students out sick. When we get new computer equipment, we offer the old equipment to families at a very cheap rate. This year, we sold our five-year-old computers for $50 each to our students' families. Parents serve on school improvement/North Central committees. They are surveyed regularly

through the Parent Listserv. We often run focus groups to get input from parents on various issues. For instance, we hired a consultant to get parents involved in a plan to make changes in the Parent/Teacher Conference format. Forty parents volunteered to be in the focus groups. All administrators have an open door policy, making it convenient for parents to drop in anytime.

G3. How does the school support the needs and concerns of families? Needs and concerns are determined by listening to students and their parents, and by studies done by local agencies. For example, the Copper Country Mental Health Services Institute administered "The Survey of Student Resources and Assets" in the spring of 2001 to over 1200 area teens. The results of the survey were analyzed in a report containing insights about the challenges our young people face and the internal strengths and external supports they have to overcome those challenges. The report included recommendations to parents and schools for increasing assets. Our breakfast program serves around fifteen students daily. Our library is open Wednesday evenings from 5:30 to 8:30pm (A1, B2, D3). School doors open at 6:30am every school day to accommodate students who are dropped off early by a working parent. Parent/Teacher Conferences (G2) are held in the fall and spring; a Thursday and Friday in early November (1:00 to 3:30pm and 6:00 to 8:00pm on Thursday and 1:00 to 3:30pm on Friday) and a Thursday and Friday in mid-April. The building is available to the public for many uses. Shop and computer classes for adults, seminars and trainings by businesses, public meetings, open pool hours, music and art classes, cultural events, elections, and child care are some of the ways in which the school supports families.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families? The Ecology Club has traveled to Belize and Costa Rica with fifteen students on each trip. In 2002, the German Club (ten students) went to Germany with their teacher for a week in the summer. The Youth & Law class tours the Houghton County Courthouse and Jail every semester. Because we have easy access to numerous outdoor activities, the Physical Education classes go ice-skating at the local ice arena, cross country skiing in the School Forest, and practice winter survival skills in the woods surrounding the school. They also learn canoeing skills in the Portage Canal, which is just down the hill from the school. Advanced P.E. classes go to the Porcupine Mountains at least once each winter for downhill skiing and to one or more of the many falls in our area for hiking. Mont Ripley is the ski hill across the canal in Hancock, which is used by our Alpine ski team and P.E. classes (C6). Mt. Bohemia is another ski hill in Lac La Belle, about 40 miles north of here. Bohemia sends a bus through Houghton and Hancock after school in the winter to transport students who want a really challenging ski experience. Michigan Tech's Rozsa Center for the Performing Arts started a grant-funded program called "Class Acts" which is an opportunity for our students to attend performances during the school day for $1.00 per student. This year, shows include *All That Jazz,* which will entertain and teach about the mechanics of a jazz band, and the Paul Taylor Dance Company. The Calumet Theater has a similar program. The Community Arts Center offers classes in a wide variety of art media and also provides a showcase for student work. Through MTU, our teachers are able to get visiting artists and lecturers to come to the high school. For instance, a South African professor came to speak to our AP English class while they were reading *Cry, the Beloved Country*. Our drama coach has brought in groups of Shakespearean actors to conduct workshops for our students. Our students are invited to try out for musicals and plays at MTU and also the Calumet Theater. Although NMU is farther away (two hours by bus), we are able to take advantage of programs there, as well. Our local Girl Scouts use the school in several creative ways, such as "Globe Trot," an event planned and implemented by one of our senior girls as her Girl Scout Gold Award project. She had an overnight for about 50 elementary and middle school girls in our multi-purpose room to learn dances, songs and crafts from around the world. She enlisted the help of presenters from different countries to conduct the workshops, and the girls made a quilt called "A Circle of Friends," which was displayed at the public library. Community groups use our multi-purpose room and classrooms for meetings, our pool, library, and gym are open to the public, Suzuki classes are held in our music room, Relay for Life takes place on our football field, and a local church holds its

Sunday services in our auditorium. The continuous use of our building is an excellent way for students to become aware of community activities and learn from example the benefits of collaboration.

H. Indicators of Academic Success

H1. What is the school's overall approach to assessment? How do the methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing? Houghton High School assesses the academic progress of students in a variety of ways so a clear and valid picture emerges of what they know and are able to do. Although the state of Michigan concentrates solely on the MEAP as the indicator of academic success, we use it only in conjunction with a number of other assessments throughout a student's high school curriculum. Classroom teachers use everything from the traditional paper and pencil test to a semester project, complete with portfolio and presentation to assess student progress. These classroom assessments are aligned with the Michigan Curriculum Framework and Benchmarks to ensure that all the important skills and abilities are being tested (A1, C4). Authentic assessment is used often to judge students' ability to apply what they have learned. For example, in English class, students act out scenes from Shakespeare's *Hamlet,* whereby the teacher can ascertain whether or not they understood what they read. Authentic assessment is also used to judge students' skills and abilities in the fine and vocational arts and in physical education. We administer several standardized tests (H4), the results of which are testament to the high academic standards at HHS. Because all our students are expected to succeed in the curriculum, students who are not achieving at expected levels are monitored closely and assessed frequently so we know when to provide extra help and guidance. For example, the Woodcock-Johnson reading test helps diagnose specific reading problems (A2, E4). It is through the "Test Out" process that very bright students are given the opportunity to skip a course and accelerate their high school program (A1, B1, C2, C7). These tests are developed and scored by the classroom teacher. Questions about assessment we are currently addressing are: How can we challenge all students intellectually? How can students improve their ability to understand processes and concepts, analyze a complex problem, solve problems though the use of logic and deduction, and demonstrate the metacognitive traits associated with effective problem solving? Can students apply the methods of inquiry needed to conduct research, draw conclusions, and communicate findings? How can we assess whether students are learning how to learn? Can students use online research tools effectively? Can they synthesize ideas drawn from a variety of sources and effectively draw from the full range of available reference tools? Can they understand that mathematical problem solving skills are valuable in solving a wide variety of non-mathematical problems?

H2. How does the school use assessment results to understand and improve student and school performance? How are data used to influence decision-making? Teachers analyze MEAP data to assess the effectiveness of their curriculums and instructional strategies. Studying MEAP results provides a chance to refocus their teaching and make adjustments where necessary. For example, our students overall do very well on all areas of the MEAP except for Social Studies. This prompted a shift in the Social Studies curriculum three years ago, which included rearranging the sequence of courses, adding several electives, purchasing new textbooks, and hiring three new teachers. Now there is a great deal of cooperative learning and collaboration among teachers in the Social Studies department. Whether or not these changes will greatly affect MEAP scores remains to be seen, but we improved from 46% proficient in 2000 to 50% proficient in 2003 (A1, E4, H5). Teachers and administrators use the STAR Reading assessment data to determine which students will need additional support, and what that support should be (A2, C4, E4, H3). Data analysis to create the School Profile (see appendix) revealed that girls achieve at much higher levels than boys. Of course, the question is, "Why?" followed by, "What are we going to do about it?" We don't know yet what the answers are, but the questions will guide future curriculum adjustments. Administrators use assessments results such as those from the Writing Across the Curriculum project (B1, C4, E2, E4) to plan staff development activities (E1, E2, E3, F2, F3). In the 1999-2000 school year, only English teachers assigned writing on a regular basis. Now, 100% of our

teachers assign writing at least twice a year, and 90% assign writing at least monthly. Our MEAP writing proficiency went from 46% in 2000 to 80% in 2003.

H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data? While it is important to assess individual students so their academic progress may be known, it is equally vital to disclose how the school as a whole fares. Assessment results are important to individual students and their parents in order for them to keep abreast of their academic progress. Results of assessments such as MEAP, ASVAB, PLAN, PSAT, ACT, and STAR (A2, C4, E4, H2) are reported to parents with detailed written explanations of how to interpret individual scores. In addition, quarterly progress reports and report cards are sent to students and their parents (A2, A3, C3). We believe it is equally important to disclose how the school as a whole is doing, so with the exception of progress reports and report cards, the above assessments are reported each year in our Annual Report, which is published on our website and also made available to the public in printed form. The Annual Report offers an achievement profile, which helps families make informed decisions about school choice (A1, F5, F7). Our School Profile also contains student achievement data and is available to the public upon request. The superintendent mails a quarterly district newsletter to all our families. Our local newspaper reports MEAP scores of all the area schools as well as student performance levels in band and choir competitions, Quiz Bowl results, and FIRST Robotics outcomes. The newspaper also publishes a weekly Education section highlighting activities and news from area schools. Two radio stations serve our area and report daily on educational issues.

H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years? What are the results for the last five years? Standardized norm-referenced tests administered include: Preliminary Scholastic Aptitude Test (PSAT/NMSQT), Scholastic Aptitude Test (SAT-I Reasoning Test and SAT-II Subject Test), PLAN, Armed Services Vocational Aptitude Battery (ASVAB), and American College Testing Program (ACT). The PLAN is administered to all sophomores and the ASVAB is given to all juniors. The other tests are student-selected. (See appendix.)

H5. What are the results from the MEAP for the last five years? Students normally take all MEAP tests in the 11th grade, although those who plan to dual enroll take them in 10th grade, and some retest in 12th grade. Our scores are reported by graduating class, and <u>not</u> by testing cycle (see appendix). Even before the Merit Scholarship, we had a higher than average participation rate in each of the MEAP tests. The lowest percentage of any class to take any one test was in 2000 when 85% took the Reading test. In 2003, 100% of the class took the Science, Math, and Reading tests, while 96% took Writing and Social Studies. Our MEAP scores have been well above average in the last five years. In the Class of 2000 and the Class of 2001, 64% of the graduates earned the Merit Scholarship each year. Eighty-four percent of the Class of 2002 earned the Merit Scholarship, which resulted in our school being awarded the Governor's Cup at both the conference and state levels, and 70% of the Class of 2003 earned the Merit Scholarship. In the last five years, Houghton High School has consistently scored well above the state average in every subject area. The only exception to this is the Writing test of 2001 (A1, E4, H2).

H6. What alternative assessments of student performance does the school use? Portfolios, performance based assessments, classroom labs, collaborative projects, and band and choir festival participation are some of the alternative assessments used to judge student progress (A1, C5, D1, D2, G4). All students submit writing samples twice a year that are evaluated in school improvement teams and placed in the students' portfolios, which are on file in the library. Performance based assessments take place in classrooms such as Anatomy & Physiology, where students dissect cat and sheep organs. Most teachers assign at least one collaborative project each semester, which teaches, among other things, how

to work on a team. For example, groups of art students worked together to create the beautiful athletic murals in the gym lobby.

H7. What are the data for the past five years in the following areas that serve as quantitative indicators of the school climate and engagement?

	2002-2003	*2001-2002*	*2000-2001*	*1999-2000*	*1998-1999*
Daily Student Attendance	97.6%	98.1%	97.9%	95.7%	96.2%
Daily Teacher Attendance	94.6%	95.5%	96.5%	94.9%	96.1%
Teacher Turnover Rate	3%	3%	6%	9%	6%
Student Dropout Rate	.01%	.01%	0.43%	0.00%	0.82%

NOTE: We have 32 teachers. Three percent represents just one of 32; 6% represents 2 teachers; and 9% represents 3 teachers. Eight of the nine new teachers hired in the last five years replaced retiring teachers.

H8. Which awards received by the school, staff, or students are most indicative of school success?

1. The award most indicative of our success is the **Governor's Cup** at both the Conference and State levels for 2002, which means more Merit Scholarships were awarded to HHS Students than any other Class C school in the state.
2. Our student athletes consistently receive academic athlete recognition from the conference and state.
3. 75% or more of each graduating class receives monetary college scholarships.
4. We have had as many as six, but always at least one, National Merit Scholar in each graduating class.
5. FIRST Robotics has made it to national competition each year since 2000
6. Our High School Bowl team was 21st in the national tournament in 2000, and nearly always wins regional competitions.
7. Our teachers earned the North Central Outcomes Endorsement and are now working towards Performance Accreditation.
8. In 2000, one of our graduates, Andrea Hansel, was awarded a full scholarship to play Division I volleyball, thereby becoming our first female athlete to play in a Division I school.
9. In 2002, our girls' basketball coach was named Conference Coach of the Year.
10. Our hockey team advanced to state tournament play in 2002.

H9. What were the students who graduated in Spring 2001 doing as of September 2002?

Graduation Class Size	114
Enrolled in a 4-year college or university	76%
Enrolled in a community college	1 graduate
Enrolled in vocational training	0
Found employment	7%
Military service	2%
Other (travel, staying home, etc.)	11%
Unknown	4%

For more than ten years, Houghton High School has surveyed the graduating class to find out what their plans are after graduation. From this information the Guidance Department puts together an annual report for each graduating class. The percentage of graduates who pursue post-secondary education has not significantly changed in the past five years. Seventy percent or better from each graduating class reported they planned to attend a four-year college or university. An average of 5% of the graduates for the past five years reported they were unsure of their plans.

APPENDIX

COCURRICULAR ACTIVITIES (A4)

Athletics

Fall Sports	Winter Sports	Spring Sports
Football (50 males)	Hockey (20 males)	Track & Field (39M/48F)
Basketball (50 females)	Basketball (50 males)	Golf (14M/13F)
Cheerleading (12 females)	Volleyball (42 females)	
Cross Country (8M/22F)	Skiing (2M/19F)	
	Swimming & Diving (4M/23F)	
	Cheerleading (12 females)	

Clubs

Chemistry Olympiad (1M/2F)	Ecology Club (3M/8F)	SADD Chapter (1M/15F)
High School Bowl (5M/9F)	Key Club (3M/21F)	Destination Imagination (2M/4F)
Student Council (1M/12F)	Drama Club (27M/34F)	National Honor Society (14M/18F)
FIRST Robotics Team (12M/4F)	Bowling Club (2M/4F)	Debate Club (4M/6F)
Prom Committee (25 females)	Interact (4M/8F)	Figure Skating Club (1M/9F)
Color Guard (12 females)	International Club (12 females)	

(Males/Females)

Co-curricular student involvement: 413 students of a possible 477 (86%)

ACCESSIBILITY (A5)

Although this is not an all-inclusive list, the following are some of the more significant efforts by Houghton High School to meet the Americans With Disabilities Act.

Adapted door knobs for classroom doors and throughout most of the building
Permanent ramp in library
Ramp constructed for graduation platform when necessary
Automatic button which activates front door to the building
Building is on one level
Bathroom accommodations/exercise room located near front of building
Student bathrooms have a handicap stall
Bathrooms in teacher's lounge accommodate handicap
Doors and hallways wide enough to accommodate handicap needs (wheelchairs, etc.)
Special consideration for wheelchairs, crutches, etc., in gym and auditorium
Handicap parking is available both in front and back of the school
Curbs are leveled off to parking lot in front and back parking lots
Braille signs near auditorium and gymnasium
FM Auditory System used by teachers to allow hearing impaired students to hear lectures & discussions
TVs include word captions for the deaf

STUDENT INFRACTIONS IN THE PAST 5 YEARS (B4)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Weapons on School Property	0	0	0	0	0
Physical Assault/Fights	1	3	1	0	0
Bomb Threats	0	0	0	1	0
Robbery or Extortion	0	0	0	0	0
Unauthorized Removal of a Student	0	0	0	0	0
Threat of Suicide	0	0	0	0	0
Suicide Attempt	0	0	0	0	0
Larceny/Theft	1	2	2	3	1
Illegal Drug Use or Overdose	1	0	0	3	0
Drug Possession/Sale	1	1	0	1	0
Vandalism or Destruction of Property	6	0	2	3	4
Bus Incident & Accident	3	1	2	0	0
Minor in Possession Tobacco/Alcohol	11	12	10	14	12

COURSE OFFERINGS (C5)

ENGLISH	SCIENCE	MATHEMATICS	SOCIAL STUDIES
English 9, 10	Physical Science	Algebra I, II	World Geography
American Literature	Biology	Geometry	U.S. History
British Literature	Chemistry	Applied Algebra	Government
College Writing	AP Chemistry	FST	Economics
Communicating for Success	Anatomy	PDM	Global Society
Drama & Film	AP Biology	BBMS	Medieval History
Creative Writing	Physics	Computer Programming I, II	Early U.S. History
BBES			Political Science
ESL		**VOCATIONAL**	Youth & Law
AP English		Woods	
Speech	**HEALTH/P.E.**	Metals	
	P.E.	Machine Woods	**BUSINESS**
FINE ARTS/FOREIGN LANGUAGE	Health	Project Shop	Accounting
Art I, II, III	Advanced PE	Building Construction	Business Management
Chorus	Weight & Cardio	Welding I	Graphic Design
Band		Metal Fabrication	Video Production
Spanish I, II, III		AutoCAD I, II	Computer Technology
Finnish		Nurse Aide	Adv. Computer Technology
German I, II, III		Early Childhood Development	Yearbook
		Auto Tech	
		Computer Network Administration	

GRADUATION REQUIREMENTS (C8)

Courses	Houghton High School Graduation Requirements	# of Academic Yrs	College Prep % of Grads Completing	Career % of Grads Completing	Other % of Grads Completing
English	9, 10, American Lit , British Lit., and 2 one-semester electives	4	100%	100%	100%
Math	2 yrs appropriate student level	2	100%	100%	100%
Algebra I			52%	89%	44%
Geometry			87%	75%	44%
Algebra II			72%	56%	22%
Other			100%	56%	100%
Social Studies	World Geography, US History, and Government/Economics	3	100%	100%	100%
Science	Physical, Biological, Chemistry, Anatomy, Physics	2	100%	100%	100%
World Language	2 years recommended	2	79%	22%	25%
Arts	2 years recommended	2	51%	33%	50%
Career Related	2 years recommended	2	77%	100%	88%
Health	1 semester	1/2	100%	100%	100%
Physical Education	1 semester	1/2	100%	100%	100%
Other	Computer Education	1	100%	100%	100%

PLAN TEST RESULTS (H4)

Grade: 10 No Groups were excluded.
Scores are reported as: NCE (Normal Curve Equivalents) based on national norms percentile ranks
Ethnic/racial or socioeconomic subgroups do not comprise more than 15% of our student body.

	2002-2003	*2001-2002*	*2000-2001*	*1999-2000*	*1998-1999*
National Composite Score	32	32	32	32	32
HHS Composite Score	69	75	75	76	69
Number of students testing (percent)	117 (98%)	123 (97%)	91 (94%)	105 (97%)	107 (96%)
Subtest Scores					
1. English	63	63	67	67	64
2. Mathematics	76	77	77	83	74
3. Reading	63	68	68	72	68
4. Science Reasoning	75	75	75	77	67

MEAP Test Results (H5)

Sample Copy

	Subject	#Tested	% Tested	At or above excellent	%Proficient	State %
Class of 1999*	Science	91	89	63	69	50
	Writing	90	88	50	55	53
	Math	90	88	80	89	63
	Reading	92	90	65	71	67
Class of 2000*	Science	106	87	85	80	56
(69 Merit Scholarships)	Writing	108	88	70	65	58
	Social Studies	105	86	48	46	24
	Math	106	87	89	84	64
	Reading	104	85	89	85	69
Class of 2001	Science	100	97	74	74	60
(64 Merit Scholarships)	Writing	96	93	57	59	68
	Social Studies	93	90	42	45	26
	Math	103	100	85	82	68
	Reading	99	96	79	80	74
Class of 2002	Science	110	96	101	91	59
(92 Merit Scholarships)	Writing	110	96	99	89	68
	Social Studies	105	91	54	51	23
	Math	108	94	99	92	67
	Reading	107	93	95	89	71
Class of 2003	Science	98	100	84	85	61
(68 Merit Scholarships)	Writing	94	96	75	80	61
	Social Studies	94	96	47	50	26
	Math	98	100	83	85	60
	Reading	98	100	87	89	67

* In 1999 and 2000, parents of special education students were allowed to exempt their children. This is no longer allowed.

Ethnic/racial or socioeconomic subgroups do not comprise more than 15% of our student body.